

**IMPROVING THE TENTH GRADE STUDENTS' LISTENING SKILLS
USING VIDEOS AT SMAN 4 YOGYAKARTA
IN THE ACADEMIC YEAR OF 2012/2013**

A Thesis

Presented as Partial Fulfillment of the Requirements for the Attainment of the *Sarjana*
Pendidikan Degree in English Language Education



BY:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF YOGYAKARTA
2013**

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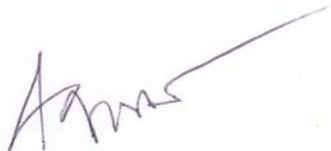


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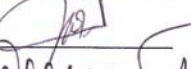
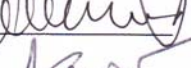
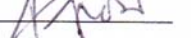
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Using Videos at SMAN 4 Yogyakarta in the Academic Year
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menjadi tanggung jawab saya.

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Penulis,



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DEDICATIONS

I would like to dedicate this thesis to my parents, my brother and my beloved Jeffry for their love and support throughout everything and every way of my life. God bless us all.

MOTTOS

WHEN IT'S REAL, WHEN IT'S RIGHT, DON'T LET ANYTHING STAND IN
YOUR WAY!

(CRAZY/BEAUTIFUL, 2001)

*DESIRE IS DESIRE, WHEREVER YOU GO, THE SUN WILL NOT
BLEACH IT NOR THE TIDE WASH IT AWAY*

(THE BEACH, 2000)

WE ARE BEAUTIFUL, NO MATTER WHAT THEY SAY

YES WORDS WON'T BRING US DOWN!

SO, DON'T YOU BRING ME DOWN TODAY!

(BEAUTIFUL, CHRISTINA AGUILERA)

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Finally, I realize that this thesis is still far away from being perfect. There were many mistakes made. It is expected that this thesis will be able to give contribution and be useful for the readers especially for those who are interested in the similar study.

Yogyakarta, October 7th, 2013

The writer,



Ana Susilowati

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Abstract

This research is aimed at improving the students' listening skill for the tenth grade students of SMA Negeri 4 Yogyakarta through the use of videos. It is believed that the use of videos will help the researcher and the English teacher to overcome the problems in teaching listening. Videos are one of the effective listening materials because they make it interesting for the students to join the teaching and learning activity of listening and they provide more assistance to the students to understand the context of the situations that they convey.

This research was action research that consisted of two cycles. In doing the research, the researcher involved 32 students of Class X.E, one English teacher and the researcher's fellow university students as the collaborators and the researcher herself. In this research, there were two kinds of data, namely quantitative data and qualitative data. To obtain the qualitative data, the researcher conducted observation and interviews. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were in the form of the students' test scores obtained by conducting Test 1 in the end of Cycle I and Test 2 in the end of Cycle II.

The findings of this research show that the use of the videos can improve the students' listening skill. In reference to the students' listening scores, the students' ability was improved after the videos were used as the teaching aid for the listening lesson. It can be seen from the students' mean value gained from Test 1 to Test 2 by 19.37. Besides, the videos can improve the students' motivation and participation in the teaching and learning activities of listening.

CHAPTER I

INTRODUCTION

A. Background of the Problem

The use of English as communication language is increasingly dominant. It covers spoken and written language. For spoken language, listening skills are crucial since before being able to speak, one should be exposed to and learn various models of spoken language. This is with what listening materials provide learners. In so doing, it is important to teach students listening skills.

The purpose of teaching listening at the tenth grade of senior high schools is to provide the students the ability to understand the variety of ideas (interpersonal, ideational, and textual) which has communicative purposes, texts' structure and certain linguistics features in various oral texts. By the end of the academic year, the tenth grade students are required to master daily-life contexts' ideas of transactional and interpersonal dialogue and also simple short functional and monologue texts in the types of *recount*, *narrative* and *procedure*.

However, in general, the students of the tenth grade of senior high schools experience difficulties to understand the dialogues and monologues in recordings. It was what the researcher found when the researcher conducted an interview with the English teacher of SMAN 4 Yogyakarta and a classroom observation in Class X.E. The students had difficulties in understanding real-life accents of native speakers and cultural differences that the listening materials contained. As a consequence, those

problems blocked the students' understanding about the listening materials. They made it difficult for the students to find both general information and detail information from the listening materials. This problem got worse since the students lacked vocabulary important to understand the materials. There was still another problem found in the teaching of the listening skill, such as the use of the language laboratory which could be a problem due the class' management which was not well-organized causing the students to lose concentration from moving from their usual classrooms to the language laboratory.

Therefore, there should be some efforts to improve the teaching of the listening skill of the tenth grade students in SMAN 4 Yogyakarta because of the problems that the students experience as can be seen from the preliminary observation there. One of the teaching materials which cover the needs of the students is through the use of videos as the real world context teaching material. Videos are effective listening teaching source, yet quite interesting and raising the students' awareness of the teaching and learning activity of the listening. The researcher expects that by using video as a learning aid, the tenth grade students' listening ability in SMAN 4 Yogyakarta will be improved.

B. Identification of the Problem

From the preliminary observation on teaching and learning activities of the listening skill in the tenth grade students of SMAN 4 Yogyakarta, the researcher found the problems related to the teaching and learning of the listening encountered

by the students there. They are divided into two categories, namely internal and external problems.

For the internal problems, the problems came from the students' listening skills themselves. The students found listening hard because of the accent of the native speakers which were not familiar for them. Besides, the differences in the culture of the native speakers of English and the culture in Indonesia became an obstacle for the students to understand the content of the recordings. As a consequence, those problems blocked the students' understanding about the listening materials making it difficult for the students to find both general information and detail information from the listening materials. This problem got worse since the students lacked vocabulary, grammatical knowledge and language expressions important to understand the materials. When the teacher gave them a list of listening comprehension questions, the students could not answer the questions. Even, when the teacher asked the students to retell what the recording was about, they had many difficulties performing the task.

Then, for the external factors, the problems were stemmed from the teaching and learning activities of listening. The first problem had something to do with classroom management. The classroom management was not articulated in a good setting and was time-consuming whilst the teaching-learning process of listening ran there. For example, the teacher should move the teaching and learning process of listening from the classroom to the language laboratory. Another problem related to the teaching and learning process of listening was that the teacher did not provide

many materials which exposed the students to the real world context for the listening teaching. The teacher rarely taught the students listening skills since the teacher assumed listening instruction required more efforts.

C. Limitation of the Problem

All the problems identified in the identification of the problems above are crucial to overcome. However, based on the result of the discussion with the English teacher, the researcher finally decided to limit the research into overcoming problems related to improving the tenth grade students' listening skills of SMAN 4 Yogyakarta in the academic year of 2012/2013 using videos. Class X.E students were selected based on the discussion between the teacher and the researcher as the class had problems with their listening skills.

D. Formulation of the Problem

Based on the background of the research, identification of the problem, and limitation of the problem, the problem is formulated as follows: How does the use of videos improve the tenth grade students' listening skills at SMAN 4 Yogyakarta in the academic year of 2012/2013?

E. Objective of the Research

The objective of this research is to improve the tenth grade students' listening skills at SMAN 4 Yogyakarta in the academic year of 2012/2013.

F. Significance of the Research

The researcher expects that the research that will be conducted in SMAN 4 Yogyakarta will contribute towards:

1. The English teacher of SMAN 4 Yogyakarta, this research can be a reference to improve the students' listening skill in English teaching and learning process.
2. Other English teachers, either at SMAN 4 Yogyakarta or other schools, this research can be used as a model activity to teach listening.
3. The tenth grade students of SMAN 4 Yogyakarta, this research will facilitate the students to obtain a better knowledge because using fun and attractive learning materials help improve their listening skills since such materials catch the students' attention to participate in the teaching and learning process.
4. The researcher, this research is expected to make the researcher to achieve a better understanding on how to solve the problems in the listening materials for Senior High School students by using videos.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents theories which underlie this research. The discussion of this chapter is divided into two main parts. Those are theoretical review and conceptual framework. In the theoretical review, the researcher discusses some theories and the research studies which are relevant with the topic. In the conceptual framework, the researcher relates the theory to the study.

A. Theoretical Review

This sub-chapter discusses some relevant theories which are related to the study. It is divided into two parts. They are listening and videos. The discussion of each part is presented below.

1. Listening

a. The Nature of Listening

According to Howatt and Dakin (Wills, 2003: 2), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. A competent listener can regain those capabilities simultaneously. Meanwhile, according to Brown (2001: 249), listening is not a one

way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet – the first step – of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulse to the brain.

Holtzer (2003: 373) points out that listening is very different from hearing in that it is a very active skill which requires listeners to apply several functions each time they receive messages. Listening involves processing phonetic language information and constructing a message from a stream of sound, based on listener's syntactic, phonetic and semantic knowledge of the language. Listeners can receive messages conveyed to their ears as sound waves pass through the medium of auditory organs. Listening is a very active behavior, and is quite different from "hearing", which is the activity of just receiving sound waves.

In accordance to Holtzer, Saha (2008: 1) states that even though listening and hearing are related, listening involves an active process, which requires an analysis of sounds, in contrast to hearing that only perceives sounds in a passive way. It is a very active process since it is selecting and interpreting information from auditory and visual clues from the recordings and voices. Thus, listening could be understood as a receptive and passive skill, where the role of the listeners is to comprehend the ideas from the recordings or voices rather than just perceiving sounds as hearing does, making listening as an active process.

From the above several definitions, it can be said that even though listening is a receptive skill listening, it is in fact a very active process. It involves brain to receive and decode oral communication. In the process of listening comprehension, it demands the understanding of several aspects. In so doing, the listeners are very active when they are dealing with the listening process because they have to integrate the components of the listening skill.

b. The Micro Skills and Macro Skills of Listening

Micro skill lists are very helpful in helping the teachers to handle what is the learners need to actually perform as the learners acquire effective listening strategies. Through a checklist of micro skills, the teachers can get a description of what techniques have to be done in the listening comprehension. The micro-skills can function as a guide for planning the objectives of instruction. Input and task selection and design should target the development of the micro-skills that students will require in the expected communication types.

According to Brown (2001: 256), listening has seventeen points of micro skills. They are:

- 1) Retain chunks of language in different lengths in short term memory.
- 2) Discriminate among the distinctive sounds of English.
- 3) Recognize reduced form of words.
- 4) Recognize English stress pattern, words in stressed and unstressed positions, rhythmic structure, intonational contours, and their role in signaling information.
- 5) Distinguish word boundaries, recognize a core of words and interpret word order patterns and their significance.

- 6) Process speech at different rates of delivery.
- 7) Process speech containing pauses, errors, correction, and other performances variables.
- 8) Recognize grammatical word classes (noun, verbs, etc.) systems (tense, agreement, and pluralization), pattern, rules, and elliptical forms.
- 9) Detect sentences constituents and distinguish between major and minor constituents.
- 10) Recognize a particular meaning may be expressed in different grammatical forms.
- 11) Recognize cohesive devices in spoken discourse.
- 12) Recognize the communicative functions of utterances, according to situations, participants, goals.
- 13) Infer situations, participants, goal using real world knowledge
- 14) Form events, ideas, described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization and exemplification.
- 15) Distinguish between literal and implied meanings.
- 16) Using facial, kinesics, body language, and other nonverbal clues to decipher meanings.
- 17) Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appeal for help and signaling comprehension or lack thereof.

Besides those above points of the listening micro skills, the expected listening comprehension strategies by the students when performing effective listening learning is, the first one is doing, which means the learners respond physically to a command. The second one is choosing; it means that the listener selects from alternatives such as pictures, objects and texts. The third one is transferring; it means that the listener draws a picture of what is heard. The fourth one is answering; it means that the listener answers questions about the message. The fifth one is condensing; it means the listener outlines or takes notes on a lecture. The sixth one is extending; it means that the listener provides an ending to a story heard. And the

seventh one is duplicating; it means the listener translates the messages into native language. The last one is conversing; which means that the listeners must engage in conversations.

Besides the micro skills that should be acquired by the students in order to gain effective listening learning process, there are also the macro skills of listening. The macro skills are also as much crucial as the micro skills for the students, because the students are expected to require communication types by comprehending these macro skills. The macro skills, as suggested by Brown (2004: 121) are:

- 1) Recognize cohesive devices in spoken discourse.
- 2) Recognize the communicative functions of utterances, according to situations, participants, goals.
- 3) Infer situations, participants, goals using real-world knowledge. (pragmatic competence)
- 4) From events, ideas, etc., described, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 5) Distinguish between literal and implied meanings.
- 6) Use facial, kinetics, body language, and other nonverbal cues to decipher meanings.
- 7) Develop and use a battery of *listening strategies*, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof.

c. The Listening Comprehension Process

According to Shouyuan in Wills (2003), the most important component in the five aspects of overall English competence are listening, speaking, reading, writing and translation, therefore, listening deserves particular attention. The teachers must actively explore the listening comprehension better in order to improve the

activities of the listening teaching and learning. Therefore, it will make the students recognize that listening comprehension is crucial aspect of English.

Listening means to accept the information people get when they are involved in conversation or in one-way communication. For responding to the question, people must hear first. The process of hearing to get the information demands people to match up the context in used in the language. Thus, it means that it depends on the discourse. Listening is a receptive skill. It refers to the way in which people extract meaning from the discourse they read and hear. (Harmer, 2003: 199).

Richards and Renandya (2002: 239) state that listening has become a greater and bigger importance in the teaching in foreign language classrooms. The two views of listening which have dominated the language pedagogy since the early 1980s are the *bottom-up* processing view and the *top-down* interpretation view.

The *bottom-up* processing assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful unit (phonemes) to complete texts. According to this view, phonetic units are decoded and linked together to form words, words are linked together to form phrases, phrases are linked together to form utterances, and utterances are linked together to form complete, meaningful texts. In other words, the process is a linear one, in which meaning itself is derived as the last step in the process.

In addition, the *top-down* view suggests that the listener actively constructs (or, more accurately, reconstruct) the original meaning of the speaker using incoming

sounds as clues. In this process, the listener tries to make sense of what he or she hears. Context and situations include such things as knowledge of the topic at hand, the speaker or speakers, and their relationship to the situations, as well as to each other and prior events.

Meanwhile, according to Brown (2001: 260), the *bottom-up* technique typically focuses on the words, sounds, intonation, grammatical structures and other components of spoken language. The *top-down* technique is more concerned with the activation of schemata, with deriving meaning, with global understanding, and with the interpretation of a text. It is important for learners to operate from both directions since both can offer keys to determine the meaning of the spoken discourse.

From above definitions from few linguists, the researcher defines in simpler words that the *top-down* model means using learners' prior knowledge and experiences, therefore, the listeners must know certain things about certain topics and situations and use that information to understand. Meanwhile, the *bottom-up* model processing means that it uses the information that learners have about sounds and word meanings. Seeing, from the most classrooms activities in teaching listening in high schools, the researcher believes that, nowadays, both of the *top-down* and *bottom-up* models are highly needed.

However, because of the prevalence in the literature of the view that listening comprehension is a dual or two-stage process, it is also necessary to include this idea in an operation of academic listening. The two processes; *top-down* and

bottom-up views, are theorized to be occurring simultaneously, and thus, they are interrelated. The interrelation of these two processes is sometimes referred to as parallel processing. Skills such as identifying details, facts, supporting ideas, and more local points of information are observable skills that seemingly constitute the latent ability to perform *bottom-up* processing. Global skills such as listening for gist, making inferences, and deducing vocabulary through the context of the text are generally considered the observable skills that constitute the latent ability to perform *top-down* processing.

The graphic representation of the operation for this assessment as proposed by Wagner (2005: 12) is shown as below:

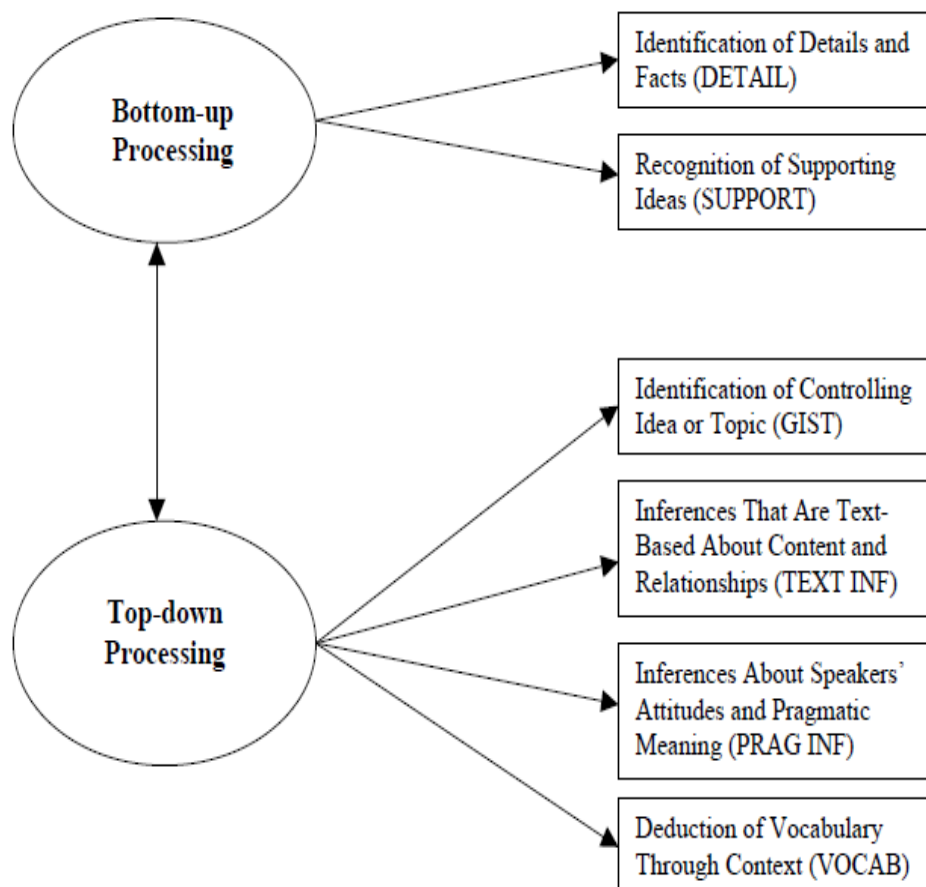


Figure 1: **Operationalization of a Model of Second Language Listening Comprehension**

d. Teaching Listening

The teaching of listening has attracted a greater level of interest in recent years than it did in the past. Now, university entrance exams, exit exams, and other examinations often include a listening component, acknowledging that listening skills are a core component of second-language proficiency, and also reflecting the assumption that if listening isn't tested, teachers won't teach it, Richards (2008: 1).

Richards and Renandya (2002: 242) propose the relatively standard format for the listening lesson developed, it is through the activities of: *pre listening*, *listening* and *post listening* activities. In pre teaching activity, it involves the teacher to conduct pre-teaching on all important new vocabulary in the passage. Some types of the pre-listening activity are usually consisting of brainstorming the vocabulary, reviewing areas of grammar, or discussing the topic of the listening text. This phase of the lesson usually lasts longer that it should have been. Extended discussion of the topic can result in much of the content of the listening passage being anticipated.

Revising language points before the lesson begins will make the learners of the listening lesson able to focus on the examples of these particular items. And even comes to the topic of global meaning, which is related to background knowledge. The teacher should prepare two simple aims for the pre-listening period. They are

providing sufficient context match what would be available in real life. Then, the following is to create motivation.

Therefore, to sum up, the teacher may do the following stuffs in pre listening phase, the first one is to *activate existing knowledge*: the students should be encouraged to ask the question about what the students already know about the topic of listening. From this, the teacher and the students can determine what information they need in order to get the most from the message. Students can brainstorm, discuss, read, view films or photos, and write and share journal entries.

Then, second, the teacher needs to build *prior knowledge* of the students. The teacher can provide the appropriate background information including information about the speaker, the topic of the presentation, the purpose of the presentation, and the concepts and vocabulary that are likely to be embedded in the presentation. The teacher may rely upon the oral interpretation to convey the meanings of unfamiliar words, leaving the discussion of these words until after the presentation. At this stage, teachers need to point out the role that oral punctuation, body language, and tone play in an oral presentation. Then, the last one is the *review standard for listening*. The teacher should stress the importance of the audience's role in the listening situation. Therefore the students need to be prepared before listening phase.

Meanwhile, for listening stage, the teacher should preset task or preset the questions, then doing intensive listening and checking answer. In the post listening

activity, which is last activity in teaching listening, the teacher should examining functional language and inferring vocabulary meaning.

In addition of the teaching listening process, Leon (2009) argues the following types of listening task, namely; pre-listening task, while-listening task and post-listening task. The pre-listening task is as follows:

- 1) Setting the context: an idea about who is speaking or of the context.
- 2) Generating interest: motivate Ss by using pictures, personalizing activities, pair work discussion.
- 3) Activating current knowledge - what do you know about...?: other questions like: where are they? What are they? What problems do they face? Why are they important?, etc.
- 4) Acquiring knowledge: provide knowledge input to build confidence for dealing with listening by giving a related text to read, a quiz, etc.
- 5) Activating vocabulary / language: role play the situation before listening. Ss brainstorm language before hand and then perform the scene.
- 6) Predicting content: once we know the context, we are able to predict possible content. Give Ss a choice of things that they may or may not expect to hear, and ask them to choose those they think will be mentioned. (Leon, 2009: 1)

Meanwhile, for the while-listening task is explained as follows:

- 1) Obeying instructions; where students are given certain instructions and show their understanding by a physical response (they draw, write, tick, underline etc.).
- 2) Filling in gaps; while listening to a dialogue students hear only the utterances of one of the speakers and are asked to write down those of the others.
- 3) Detecting differences or mistakes from a listening passage; students respond only when they encounter something different or contrary to what they already knew about the topic or the speakers.
- 4) Ticking off items (bingo); where students listen to a list of words and categorize (tick off) them as they hear. (Leon, 2009: 1)

Finally, the last type of the listening task, i.e. the post-listening task, is explained as follows:

- 1) Discussing students' reactions to the content of the listening selection. Speaking in a form of debates, interviews, discussions, role-plays, simulations, dramatization etc. as a follow-up exercise.
- 2) Asking students thought-provoking questions to encourage discussion.
- 3) Setting students to work in pairs to create dialogues based on the listening text. (Leon, 2009: 2)

Judging from the steps of listening teaching above, there are many steps to follow by the teacher to create effective and strategic listening learners. The teacher must pay attention for the preparation of the activity before the listening process, which is referred as pre-listening activity. Then, the teacher should pay a careful attention for the steps of during listening activity and examining the progress achieved by the students. In final activity, the teacher should check the students' comprehension of the messages of the listening through giving the students task and even demand the students to create group dialogue to discuss the listening material which has just been taught.

e. Teaching Listening in Senior High Schools

There are some essential elements in determining whether a teaching program is successful or not. They are a curriculum, teachers, learners, materials and teaching techniques. A curriculum is a set of plans and rules about the purpose, content and teaching material along with a way to be used as a guideline of implementation in learning activities to achieve certain educational purposes. Meanwhile, Standard of Competency and Basic Competency is an operational

curriculum which is arranged by and done by each of educational unit, the structure and the curriculum of Standard of Competency and Basic Competency, academic calendar, and syllabus.

Furthermore, according to *BSNP* (2006) the School-Based Curriculum is developed based on the following principles:

- 1) The curriculum focuses on the potential, development, needs, and interest of students, and their environment.
- 2) The curriculum has to be varied but integrated.
- 3) The curriculum has to follow the development of knowledge, technology and arts.
- 4) The curriculum should be in relevance with life needs.
- 5) The curriculum should be implemented wholly and continuously.

English as stated in standard of content (*PERMENDIKNAS* No 22, 2006) is learned at least two hours a week at junior and senior high schools four hours a week except for a language program in SMA – five hours a week. In the government regulation No.19/2005 about the National Education Standard there is a statement about the standard of content which is including the material and the competency level or what students should know and be able to do in a certain type and the levels of education. Furthermore, it contains the basic principles and the structures of the curriculum, the standard of competency and the basic competency of every subject in each semester in every type and level of basic and secondary educations.

In Technical Guidelines of Syllabus Development and SMA/ MA Syllabus Model Description for the English Subject, there is formulation and Basic Competence and Standard of Competence for English Subject in Senior High Schools. These Basic Competence and Standard of Competence are what must be acquired by the Senior High School students as a result from learning English. In relation to the listening skill, there are three formulations for “Listening Skill Competence”, specifically:

- 1) Comprehending senses in transactional dialogue and interpersonal in daily life context.
- 2) Comprehending senses of short functional text and simple monologue text in the form of *recount, narrative, procedure, descriptive, news item, spoof, report, analytical exposition, hortatory exposition, explanation, discussion, and review* in daily life contexts.

Thus, the researcher believes that the teaching of English should be based on those rules and guidelines in teaching English for Senior High School, in this case listening skill, because in the end of the lessons, the students are expected to are required to master daily lives contexts’ ideas of transactional and interpersonal dialogue and also simple short functional and monologue texts.

f. Materials for Listening in Senior High Schools

In this study, the materials which were given to the students were based on the standard of competence of the School-Based Curriculum. The standard of competence for listening in senior high schools in the first semester is presented below.

Standard of Competence	Basic Competence
1. Understanding the meanings in transactional and personal dialogue in daily life context.	To respond meanings in transactional meaning (<i>to get things done</i>) and interpersonal (socializing) official and unofficially using various simple verbal dialogue accurately, fluently, and appropriately in daily life context and
	involving language function: introducing, meet/ farewell, agreeing invitation/ offer/allurement, accepting promise and canceling promise. To respond meaning in transactional dialogue (<i>to get things done</i>) and interpersonal (socializing) official and unofficially using various simple verbal dialogue accurately, fluently, and appropriately in daily life context and involving language function: Expressing happiness, showing sympathy, showing caring, and giving instruction.

2. Understanding the meanings in short functional text and simple text monologue in the genres of <i>recount</i> , <i>narrative</i> , <i>procedure</i> in daily life context.	<p>2.1 To respond the meaning accurately, fluently and appropriately in the context of short oral functional text (e.g. announcement, commercial, invitation, etc.) officially and unofficially in various daily life context.</p> <p>2.2 To respond meanings in simple monologue text which is using various spoken texts accurately, fluently, and appropriately in the context of daily life in the genre of <i>recount</i>, <i>narrative</i>, <i>procedure</i>.</p>
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Table 1: **Standard of Competence and Basic Competence of Listening**

Due to the materials in the curriculum, the researcher decided to teach about narrative texts and procedure in this research. The materials were taken from the materials made by the researcher.

2. Videos

a. Media for Teaching

According to Mateer (2010), the term *media* was first used to describe newspapers more than two centuries ago. Today media has many different connotations. For instance, there are mass media, print media, visual media and social media. While media can take on many different forms, the purpose of all media is universally the same. The media is a channel of communication. The media can help the teachers and the instructors to be able to communicate with the students during the teaching and learning activity as well as to convey the lesson better. The teacher

and the instructors can engage the students and produce more meaningful and deep learning experiences by using films, television shows, popular music, news stories, literature, documentaries, and videos from sources such as You Tube. Thus, the videos can be used as a media for teaching listening. The videos will be a helpful resource for teaching the listening skill.

b. Videos for Teaching Listening

1) Definition of Videos

Videos are the technology of electronically processing the still images to be represented scenes in motion. Therefore, the viewers watch the motion of the images captured, as they are moving. Videos are a valuable learning tool which is widely available in educational institutions, but has been underused in the everyday classroom practice and course syllabus design. This may be because EFL/ESL teachers possess limitations of knowing how to apply it in their teaching situations.

According to Intajuck (2004: 1-2) the videos in language learning may mean the use of popular films on videos to provide content, and the use of smaller pieces of broadcast materials such as short documentaries and television advertisements. It can refer to professionally produced tapes specifically written and designed for classroom instruction, as well as the use of news broadcasts to provide content and to teach specific features of authentic language embarking on a variety of new methods to deliver digital videos to the classroom, and nowadays it has moved to DVD.

2) The Types of Videos

The videos that can be used in the language classroom may be bought, or recorded from television. They can be films, cartoons, documentaries, news, weather, interviews, games show, advertisements or commercials. These materials can be used for general English courses, listening practice and English for business.

Smaldino et al. (2007: 313-315) explain that digital video formats are analog and digital. Analog videos' signals are in the form of waves, while digital videos' signals are in the form of 1s and 0s. Digital videos images can be manipulated, stored, duplicated, sent from one computer to another, and replayed without loss of quality. It allows videos production to be taken into the field, wherever that might be, the places are the science laboratory, the classroom, the counseling office, the athletic field, the factory assembly line, the hospital, the neighborhood, and even at home. Digital videos format includes DVD, computer based videos, internet videos, compressed videos, and streaming videos.

DVD is a medium offering digital storage and playback of full motion videos. The disc is the same physical size as an audio CD, but can hold enough data for four full-length feature films with high quality of soundtracks. Meanwhile, computer based videos are the videos edited through computers. It is related to using videos sequences or images from materials that are recorded or coming from DVDs. The, they are being manipulated through computers' programs. Then, one of the

types of digital videos is internet videos. While, what is including on internet broadcast is “live cam”. Live cam allows the students to observe activities in real time. These internet broadcasts use compressed video or streaming videos.

The next one is compressed videos. Compressed videos save the data by recording only the moving or changing parts of each frame. The parts of the picture that are not changing are not recorded. Hence, less data need to be saved to reproduce the image, resulting in smaller videos files. Compressed videos are used to transmit the videos over the internet. The videos also can be delivered over the internet using streaming videos. Streaming videos are digital videos. It means that the videos are not completely downloaded before the videos start playing. So it means that the videos are not stored inside the computer.

The second videos format is analog videos format. It includes videocassettes. A TV program that is being recorded for later viewing is one of the examples of the type of the videocassettes.

c. Videos as Authentic Material

According to Peacock in Martinez (2002: 1), authentic materials are the materials that have been produced to fulfill some social purpose in the language community. Authentic materials aim to daily or real usage for the native speakers of English. Some which are including authentic materials are, supermarket adds, delivery menus, labels, simple comic strips, bar postcards, bills, flyers, classifieds, pictures of signs, recipes, or videos in CD and DVD

Stempleski in Rammal (2005: 1) said that a rich and exciting source of videos software for EFL/ESL classes is authentic material. Authentic videos material, especially that which represents what goes on in a non ELT environment, designed for its entertaining value rather than language teaching, is a rich and exciting source of videos software for instruction in English as a second language (ESL) classroom.

What should be taken into account about how to help listening learners to develop the effective listening skill is the method and the types of materials that the teachers should use. The purpose of the listening lessons should make the students become familiar with the foreign language in a real world context. To achieve that purpose, the teachers may use authentic text as a mean of teaching listening lessons.

Authentic texts are any spoken texts which have not been specially prepared for language learners, and they are often delivered via technologies like radio, television/videos, and the Internet or CD-ROM (Miller, 2003: 1-2). The authentic materials are designed for native speakers of English that are used in the classroom in the same way for what they are originally designed for. For example, a radio news report brought into the class so students discuss the report on pollution in the city where learners live and also videos which provides the real dialogue from real native speakers in the real context use.

Videos are one of the examples of authentic materials. Besides, videos are suitable to be used in listening teaching-activity. Why videos would be an excellent

source of authentic materials in teaching listening is because videos contain real English features and cultural aspects from real daily life. The dialogues of the videos contain highly proficient English speakers which raising students' awareness in real world context materials.

The use of authentic videos and incorporating the target words into a context might be a way of facilitating vocabulary acquisition, and can be quite rewarding in a foreign language learning setting, considering the low frequency of instances that learners are exposed to the target language outside the classroom. Moreover, current understanding of the vocabulary development holds the belief that acquiring a word should be viewed on a continuum of knowledge level (Nation, Schmidt and Wesche & Paribakht in Yuksel & Tanriverdi: 2009).

Utilizing video clips in foreign language classroom facilitates the retention of cultural information and increases awareness of other culture by the teaching of the appropriateness and suitability. Thus, using video clips on the listening classes will help the students to recognize the culture of the native speakers of English, which in turn, will make them get used to listen directly to real context recordings and the understanding of the culture background will help them to comprehend better.

d. The Advantages and Disadvantages of Videos

Smaldino et al. (2007: 315-316) provide the advantages and disadvantages of using videos in the English teaching process. Those advantages and disadvantages

should be taken into account and to be guidance for the teacher before taking videos in language learning classrooms.

The advantages of using videos in language classroom according to Smaldino et al. (2007: 315-316) are the following:

- 1) *Motion*. Moving images have an obvious advantage over still visuals portraying concepts in which motion is essential to learning (such as motor skill).
- 2) *Processes*. Operation, such assembly line steps or science experiments, in which sequential movement is critical, it can be shown more effectively.
- 3) *Risk free observation*. Videos allow the learners to observe phenomena that might be too dangerous to view directly, such as eclipse of the sun, a volcanic eruption or warfare.
- 4) *Dramatization*. Dramatic recreation can bring historical values and personalities to life.
- 5) *Skill learning*. Research indicates that mastery of physical skill requires repeated observation and practice. Through videos, students can view a performance over and over again for emulation. The students can observe videos of their own performance for feedback and improvement.
- 6) *Affective learning*. Because of its great potential for emotional impact, videos can be useful in shaping personal and social attitudes. Documentary and propaganda videos has been found to have a measurable impact on audience attitudes.
- 7) *Problem solving*. Open-ended dramatizations are frequently used to present unresolved situations, leaving it to the viewers about what to do to fix the problems.
- 8) *Cultural understanding*. The students can develop a deep appreciation for other cultures by seeing depictions of everyday life in on other societies. The whole genre of ethnographic videos can serve this purpose.
- 9) *Establishing commonality*. By viewing the videos program together, a disparate group of people can build up a common base of experience to discuss an issue effectively.

Meanwhile the disadvantages of using videos in language teaching are:

- 1) *Fixed pace*. Although videos can be stopped for discussion, this is not usually done in group showings. Because the program runs at a fixed pace, some

viewers may fall behind while others are waiting impatiently for the next point.

- 2) *Talking head*. Many videos, especially local production, consist mostly of close up of people having conversation. Videos are not a great oral medium. Use the audio for verbal messages.
- 3) *Still phenomena*. Although videos are advantageous for concepts that involve motion, it may be unsuitable for other topics where detailed study of a single visual is involved.
- 4) *Misinterpretation*. Documentaries and dramatizations often present a complex or sophisticated treatment of an issue. A scene intended as a satire might be taken literally by a young naïve viewer.
- 5) *Abstract, non visual instruction*. Videos are poor at presenting abstract, non visual information. The preferred medium for words alone is text.

e. Videos in English language teaching

Today's students are accustomed to learning with the media of television and others. There are many exciting applications of videos in the classroom. Videos promote special characteristics that only it can provide in learning-particularly involving motion. Also, Stempleski and Arcario in Chu (2003: 2) the second way to teaching listening with videos is to play only the beginning part of the videos. There are many ways to play videos, such as only playing sounds, images, and parts of scenes separately. All of them can have a good impact in language teaching. In the teaching unit, showing only the beginning of the videos can get students to predict what they will see later in the videos' stories. Playing videos in sections is not so difficult if teachers know where to show or stop the scenes in class. Teachers must watch the videos in advance, so they know the videos well. If a teacher wants to use a short clip from a commercial, he or she must operate it before showing it to his or her students.

Intajuck (2004: 3-6) states that by using a variety of activities using videos, the learners' language skills; listening, speaking and writing, can be practiced and enhanced. The activities for using the videos in language learning may be divided into three steps: *pre-viewing*, *while-viewing* and *post-viewing*. From each step, ESL/EFL teachers can choose the most appropriate activities for their students and classes. The first step of viewing the videos activity is *pre-viewing*; it is conducted before assigning learners to view videos, these following activities can be done. First is to write on the questions about the events, then to predict the events, and then to discuss the videos from the title. The students then should focus on the image and then discuss them. Pre teach any unusual vocabularies and grammatical points should be done in the context. Then, the last one is practicing to pronounce words to develop the student's aural perception of the words.

The second activity is *while-viewing*. These activities can be selected and assigned the students to do. The students need to watch for relaxation without taking notes, then to identify and take notes the general topic of each item. In the second viewing, make more detailed notes on each item. Ask the students to check the information they noted down with their partner or group and to listen for general comprehension, specific information (names, dates, number).

The last activity is *post-viewing*. After viewing the videos, these activities can be done for specific language skill to practice (mainly for speaking and writing). It is to review and answer general comprehension questions. Then, use *freeze-frame*

option to check comprehension and to answer unanticipated questions. The students should make a list of questions they still have about the videos broadcasted and then debating about the events and characters. After that, the students are told to predict the outcome of the events. View and generate an appropriate dialogue for the scene and give a commentary on some part of the videos with the sound turned down are also necessary. The last one is to write a summary, journalist's report, critic's review.

In conclusion, teaching listening with videos can make lessons more fun and interesting. The activity, however, should follow the suggested phases, like above descriptions. Since videos are capable of language teaching, the teachers should make good use of videos in classrooms.

f. Relevant Research Studies

The research study in this thesis is how the use of videos improving the listening skill of senior high school students. There have been many studies and researches about using videos for teaching English skills, such as listening recently. One of the related studies of how to use videos as a strategic material of teaching to improve the comprehension of the listening skill was conducted by Potosi et al. (2009). The research was conducted under the title of "*Using Video Materials as a Teaching Strategy for Listening Comprehension*". The research project had the intention to identify the impact that videos had on listening skill, the perception that the students had about videos and the needs to design a class based on videos. The

project is focused on analyzing the impact that videos have on listening skill for a group of 5 students of first semester in a TEFL program of a public university in Colombia. The study was implemented on first semester students with Basic English Level. Since Colombia is not a bilingual country, Colombia students are not exposed to a real English context. The idea through this project was to design videos activities, where the students became aware of English language features and cultural aspects. This language learning research is still occupying the same area to this thesis because even though it was conducted in an America Latin country; Columbia, this was applied in TEFL class and in Indonesia, English is also considered as foreign language.

Another relevant research study was done by Setyawati (2011) on the implementation of numbered heads together technique to improve classroom interaction in listening class for the eighth grade students at SMP N 1 Cantigi in the Academic Year of 2010/2011. Even though the research mainly used numbered heads together technique, videos as learning aid were also used in the class. The result of the research showed that numbered heads together technique could improve classroom interaction that led to dynamic atmosphere for the class. The students got self-confidence, good cooperation and autonomy in the English learning. The use of videos itself attracted the students' attention. As the result, the students' concentration and improvement in learning listening was achieved.

B. Conceptual Framework

Listening is a process to hear and to understand the messages of what other people are saying or the sounds produced in the recordings. It demands an active process of perceiving the messages in the content. Therefore, listening is different from hearing, because hearing is merely a passive process in conveying the messages of the content. Listening is one of the English skills which is not quite easy for the

learners to master. The listening skill is considered to be one of the hardest skills to master among other skills.

Ironically, the least taught skill in schools for any levels, from elementary level up to the senior level, is listening. This might happen because for teachers, preparing listening activities consumes much time. Besides, the students are not motivated enough in learning listening in classrooms because in their mind, listening is hard and simply uninteresting. Then, they are lack of exposures to the real use of conversations by native speakers of English. In addition, the facilitation and the materials taught by the teacher, sometimes, are not supporting enough for good listening learning. That is why students feel tremendous difficulties in listening classes.

Based on the results of the interview with the English teacher of SMAN 4 Yogyakarta, it is known that the students encountered problems in listening skills. First, the students lacked vocabulary important to understand the recording being played. As a consequence, this problem impeded them to understand the general information and to find detailed information in the listening materials from the recording. Not to mention the aspect of cultural differences that make it more difficult for the students to understand the materials. Finally, the students also lacked background knowledge related to the listening materials that can help them extract meaning from the materials.

The teaching of English in Senior High Schools should be taught according to its time allocation and it should use the materials' types and sources which are based on the school English curriculum's guidelines. The students should get proper listening time allocation. Thus, listening as one of the most difficult and important skill is not abandoned. In turn, people will give the same attention and priority like other skills of English. The teaching of listening needs to consider the teaching process, comprehension theories and suggestions from the experts. To comprehend good and strategic listening skills, one should understand the nature of listening, too. For examples, what listening is, what makes listening hard to acquire by the students, and what the strategic teaching process for listening is.

Videos are ones of the authentic materials that can be used by the teachers in teaching listening. They provide good source of listening materials. They offer special characteristics provided in learning. First, they provide the students the illustration of the situations in which the spoken texts take place, therefore, it helps the students to understand the content of the spoken texts. In addition, the pictures displayed in the videos stimulate the student to guess which vocabulary used so as to help them to increase their vocabulary mastery. The videos are also attractive and use real dialogues from native speakers of English. The students are exposed to native speakers' culture directly. Thus, they can understand about cultural differences which are the obstacles for them in learning listening. The teachers of English may get easy sources and they just simply choose one of the videos' formats to be taken in to

classrooms. Therefore, it can be said that videos give many advantages for the learning of listening.

Judging from the nature and process of listening, the researcher believes that videos are appropriate learning materials in English teaching, especially for the teaching of listening in senior high schools as videos bring many advantages that make the students master the listening skill better. Yet, videos are fun and attractive. In turn, the students find that listening skill is not one of the hardest skills of English to master. Provided with the attractive teaching materials, the students gradually find that learning listening is an easy, enjoyable process.

CHAPTER III

RESEARCH METHOD

This chapter presents the method in this research. The chapter consists of type of the research, setting of the research, subjects of the research, the schedule of the research, instruments of the research, data collection technique, the validity and the reliability of the data and the procedure of the research. Each of them will be presented in the following discussion.

A. Type of the Research

The type of this research was classroom action research. In this research, the researcher got involved in improving students' listening ability. It was the process of using research principles to give information in which the educational process used to improve the aspects of daily practices.

According to Burns (2010: 2) action research is a part of broad movement that has been going on in education generally for some time. It is related to the idea of "reflective practice" and "the teacher as the researcher". Action research involves taking a self-reflective, critical, and systematic approach to exploring teaching contexts. Thus, action research is conducted by the teacher with goal of various action and strategies in the classrooms.

This action research was collaborative research which involved the English teacher as the collaborator and the researcher herself and also a colleague

collaborator. The researcher and the collaborators tried to improve the teaching and learning process of listening, especially in using videos as learning aids in teaching listening for the students.

After conducting the observation, the researcher collected the data to analyze the obstacles and the weaknesses of the teaching learning activities in the tenth grade of SMA N 4 Yogyakarta. Then, the researcher along with the collaborators worked on the actions as reflections from the problems' evaluation.

The number of the cycles applied was based on the improvement of the target students in learning listening. There should be more cycles if the students do not show some progress after the treatments. The process can be seen in the following scheme, derived from Kemmis and McTaggart in Burns (2010: 9)

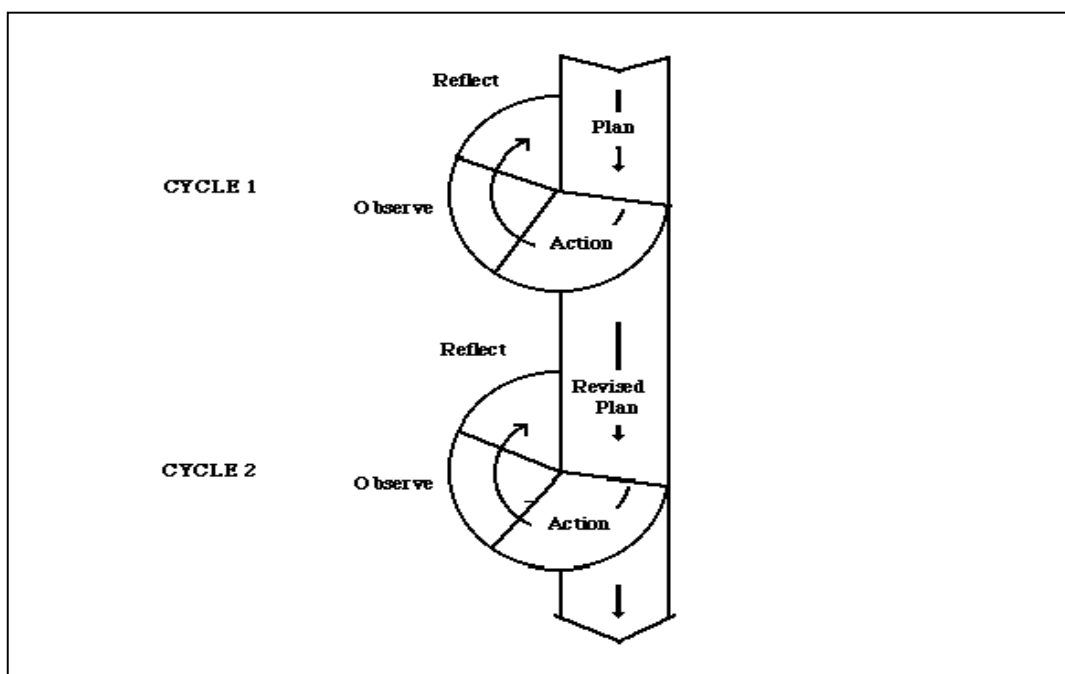


Figure 2: Cyclical action research model based on Kemmis and McTaggart.

B. Setting of the Research

This part consists of three issues. The first issue is the place of the research, the second issue is the schedule of the research and the last issue is the learning setting. Each part is discussed below.

1. Place of the Research

The research was conducted at SMA N 4 Yogyakarta. It involved the students of the tenth grade in the academic year of 2012/ 2013. SMA N 4 Yogyakarta is located on Magelang Street, Karangwaru Lor District, Tegalrejo Sub-district, Yogyakarta City, Yogyakarta Province. It has approximately 723 students each year. The school has 3 levels of classes. The school has science and social study programs. The school's facilities consist of 6 parallel classes for each grade. Some of the facilities are: LCD projector in each class, a library, laboratories of physics, chemistry, biology, language and computers, an audio visual room, basketball, soccer, and volleyball fields, a mosque, parks, UKS and PMR rooms, cafeteria, and a room for *membatik*.

2. Schedule of the Research

The action research was conducted in the first semester of the academic year of 2012/2013. The research was conducted from late October to late November 2012. In conducting the actions, the researcher followed the English lesson schedule of Class X.E students of SMA N 4 Yogyakarta. The research schedule was as follows:

Table 2: **The Research Schedule**

No	Date and Time of the Research	The Activities
1	October 29 th , 2012	Preliminary observation
2	October 31 st , 2012	The lesson meeting of cycle I Interview with the students and the English teacher.
3	November 7 th , 2012	The lesson meeting of cycle I Interview with the students and the English teacher.
4	November 14 th , 2012	The lesson meeting of cycle I Interview with the students and the English teacher.
5	November 21 st , 2012	The lesson meeting of cycle II Interview with the students and the English teacher.
6	November 24 th , 2012	The lesson meeting of cycle II The lesson meeting of cycle II Interview with the students and the English teacher.
7	November 28 th , 2012	The lesson meeting of cycle II Interview with the students and English teacher.

C. Subjects of the Research

The research involved the English teacher and the students of SMA N 4 Yogyakarta. The subjects of this research were the students of Class X.E of SMA N 4 Yogyakarta in the academic year of 2012/2013 and the researcher herself.

D. Instrument of the Research

The instruments of this research were as follows.

1. Interview Guidelines

The interview guidelines were used as the criterion for the researcher. It covered the description of the listening learning process, the difficulties and the activities done the class whilst the teaching and learning process was conducted.

2. Observation Guidelines

The observation guidelines were used to be a guideline in the process of the observation in the class. The product of the observation guidelines were field notes, the field notes recorded the data about the sequence of the teaching learning process from the beginning until the ending of it.

3. Photographic Data

The images documentation of the research was the form of photographic data. The collaborator worked together with the researcher to collect the images during the research process spontaneously. The data was taken using digital camera, which gave imagery description of the teaching learning process there.

4. Tests

Few tests were used to measure the improvement of the students' listening skill. The tests were held during the research implementation which was in the last meeting of each cycle.

E. Data Collection Technique

The data were qualitative and quantitative. The information on the teaching and learning process before and during the implementation of the action research and what the students expect from the writing class, that is qualitative in nature, was collected by observing the teaching process and interviewing both the English teacher and students. Moreover, the quantitative data were collected from the scores of the students' listening tests.

1. Observation

The researcher conducted observations during the English teaching and learning process in class X.E. The researcher took some notes related to the students' activities and behavior during the teaching and learning process, the English teacher's action in the class, as well as the problems related to the problems occurred in the teaching and learning process.

2. Interviews

The researcher conducted several interviews with the collaborator and the students of class X.E to obtain that were used in this research. The interviews were done before, during, and after the action of the research was implemented.

3. Evaluating the students' listening skill using tests.

The researcher gave listening tests to the students in this research. Afterwards, she evaluated the students' listening tests result.

F. Analysis of the Data

The analysis of the data was presented by reflections of the cycles in the research. The instruments above were used. The field notes and interviews transcripts and the photographs were also collected to be selected, simplified and summarized to interpret the data in the reflection stage. At the end, it was judged whether there was any improvement or not by conducting some actions by implementing the use of the video as the learning aid.

G. Validity and Reliability of the Data

In this research, there were two types of data, namely qualitative data and quantitative data. In relation to qualitative data, to ensure their validity, the researcher employed five criteria of validity, proposed by Anderson et al. in Burns (1999). They were *democratic validity*, *result validity*, *process validity*, *catalytic validity* and *dialogic validity*. *The democratic validity* was done by interviewing the research members, the English teacher and the students of SMA N 4 Yogyakarta. They were interviewed in order to share their opinions, comments and ideas related to the research conducted.

Then, the next one was outcome validity. In this part, the result of each action in each cycle was measured and judged whether the actions were successful or not. The later solution became an option if the result was still not satisfying or was still far from enough. Then, the next was the process validity. This process validity related to the dependability and the competence of the research. This would be

applied to validate the data by observing the teaching and learning process of the listening skill there.

The catalytic validity was related to how the stakeholders responded to the changes that happened. To establish the catalytic validity, the understanding about the social realities of the context was deepened. The researcher fulfilled the catalytic validity by interviewing the English teacher and the students. Besides, the researcher also asked the students to give them feedback.

The last one was dialogic validity. To establish the dialogic validity, the thesis report would be presented in discussion with critical friends or other researcher. The researcher fulfilled the dialogic validity by having discussion with the collaborator and the consultants.

H. Research Procedures

The research procedure as proposed by Kemmis and McTaggart in Burns (2010: 7) which involved in action research were the four broad phases in a cycle of research. The first cycle might be a process with continuing phases and stages which were going in a loop or spiral. Therefore, the researcher must redo the process until he or she was satisfied enough with the result.

1. Reconnaissance

In this stage, the researcher worked collaboratively with the English teacher and other collaborator. The researcher would try to identify the existing problem in the teaching and learning activities regarding to the listening skill. After that, the

researcher would determine some plans related to the problems on the students' listening skill.

2. Planning

In this phase, the researcher identified a problem or issue and developed a plan of action in order to bring about improvement in a specific area of the research context, Kemmis and McTaggart in Burns (2010: 8). After the researcher and the collaborator identified the problems, they made some planning to decide the actions that were suitable to be implemented in the field. In planning the actions, the researcher worked together with the English teacher SMA N 4 Yogyakarta. She prepared the technique to solve the problems that they encountered. Then, they prepared the teaching material and prepared the instruments to collect the data.

3. Observation

Kemmis and McTaggart in Burns (2010) state that this phase involves the researcher in observing systematically the effects of the action and documenting the context, action and opinion of those involved. It is a data collection phase where the researcher use "open eye" and "open-minded" tools to collect information about what is happening. Therefore, the researcher and the collaborator observed and took notes of anything that was happening in the class. Based on the observations, notes, and records of the students' responses in the actions, the researcher implemented the actions.

4. Action

Kemmis and McTaggart in Burns (2010: 8) state that the plan is carefully considered one which involves some deliberate interventions into the teaching situations that the researcher put into action over an agreed period of time. Thus, after the planning was agreed, the actions were implemented in the class of SMA N 4 Yogyakarta. The actions were implemented in two cycles. Cycle I was conducted in three meetings, and Cycle II was conducted in three meetings also.

5. Reflections

At this point the researcher reflected on, evaluated and described the effects of the action in order to make sense of what had happened and to understand the issue that the researcher had explored more clearly (Kemmis and McTaggart in Burns: 2010).

After the researcher conducted the actions completely, she and the collaborator conducted reflections. They discussed circumstances concerning the actions. It was done to find out whether the actions were successful or not. If the actions were successful, the researcher and the collaborator continued to implement those actions. But, for those which were unsuccessful, they would be changed or modified into more suitable ones.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS AND INTERPRETATIONS

Chapter IV consists of the process of the research that was conducted in cycle I and cycle II and the result of the research and the interpretation of the findings. Each cycle in this research consists of planning, action and observation and reflection. This chapter also presents the quantitative data obtained during the research to support the qualitative data. The details of the research are presented below.

A. The Sharpening of the Problems

1. Identification of the Problems

The first step to find out the problems occurring in the teaching and learning activity in class X.E was through field observation. The observation was conducted by the researcher on Monday, 29th October 2012 during the English teaching and learning activity. It started at 09.45 am until 11.15 am. In order to give a brief description of the observation, the researcher took a vignette as shown below.

Vignette 1: The Teaching and Learning Process of Listening

On Monday, October 29th, 2012, the researcher arrived at the school at 07.45 a.m. She met the English teacher of Class X.E, Mrs. An. Indarwati in the teachers' office, which was located in the northernmost part of the school's building. The researcher had previously contacted the English teacher through short messages in the previous day.

Therefore, that day, Mrs. Indarwati had been prepared and remembered well that Class X.E would be observed by the researcher. Then, when it was 09.45 sharp, the teacher welcomed the researcher to follow her to Class X.E. Class X.E was located in the back rows buildings, next to Class X.D and Class X.F. Class X.E consisted of 33 students. There were 15 male students and 18 female students. The teacher entered Class X.E. Unfortunately, **even after the bell had rung that time, some students were still outside of the classroom;** therefore the lesson did not start immediately. She greeted the students by saying: *"How are you today?"* and then she led the prayer. After praying, she asked the students whether they had studied in the previous night or not. **Most of the students stayed did not answer her questions, implying that they avoided answering the questions because they felt that they did not study well enough.** Then, the teacher asked of the students who had a duty to clean up the classroom that day to erase the writings on the whiteboard, resulted from the previous lesson. A male student quickly did the job that was asked to do.

Then, the teacher asked the students to open their regular book (the academic book that was used by them in the English teaching and learning activity everyday) entitled *"Developing English Competencies for SMA/MA"*. Some students brought the book. However, **some students did not bring the book. Therefore they must share the book.** The teacher asked the students to open a chapter about a *"recount text"*. They discussed the recount text. For example; what was the purpose of the recount text, what the tenses used in the recount text and the generic structure of the recount text.

Then, the teacher asked the students to listen carefully to another recount text that was being read by the teacher. In this practice, the teacher did not use a recording or a speaker. She just read the text directly. **Thus, the students who sat in the back did not hear the voice and the instruction from the teacher very clearly. Perhaps due to this obstacle, two female students sitting in the back did not pay good attention and they often laid their head on the table.** Then the teacher asked what the students learnt from the text. Some students answered, some did not answer. **Some of the students did not pay attention well to the questions and simply did not have the answer for the questions.** Then, the bell rang, signaling that the English lesson that day had ended in class X.E. The teacher said that she would go on next week and she said goodbye to the students.

After taking the vignette above which gave a brief description of the detail of the teaching and learning process in class X.E, as well as the problems and the obstacles experienced by the English teacher and the students, the researcher also conducted interviews with several students of class X.E to achieve clearer and more convincing information about the situation and condition of the class, as well as their obstacles and reluctances in learning the English lesson that day, especially concerning about the listening skill.

R: "*Siang dek, namanya siapa?*"
 ("Good afternoon, what's your name?")
 S: "*Ninda mbak*"
 ("Ninda, Miss.")
 R: "*Nomer absennya berapa dik?*"
 ("What's your student number?")
 S: "*Nomor 26 mbak*"
 ("Number 26, miss")
 R: "*Kalau di kelas bu Indarwati sering mengajar listening tidak ya dek*"
 ("What about in class, does Mrs. Indarwati often teach listening?")
 S: "*Iya, tidak sering*"
 ("No, she rarely does")
 R: "*Biasanya bu Indar pake media apa dek*"
 ("Usually, what kind of method does she use?")
 S: "*Biasanya cuma pake ngomong langsung mbak.*"
 ("**Usually she only teaches listening orally by herself, miss.**")
 R: "*Jadi tidak pernah pake LCD atau speaker?*"
 ("So, she has never used LCD or speakers?")
 S: "*Nggak pernah mbak.*"
 ("**No, never, miss.**")

(Interview, October 29th, 2012)

From the vignette and the interview transcript above, the researcher figured out the problems and obstacles experienced by the students and the English teacher in the teaching and learning activity in that class.

2. Determining the Research Problems

The problems that the researcher found during the English teaching and learning activity in the observation are listed below. The problems were experienced by the English teacher (E.T) and experienced by the students (S). Others are the problems coming from the materials in the listening tasks (M), as well as the facilities in the classroom (F).

Table 3: The Problems Occurred in the English Teaching Learning Process of Students of Class X.E of SMA N 4 Yogyakarta in the Academic Year of 2012/2013

No	Problems found in the Class	Code
1	Some of the students were outside the class when the bell had rung; it was because they went to bathroom or went to other tenth grade classes.	S
2	The students were not very interested or enthusiastic about the learning material given by the teacher.	M
3	The students found that the native speakers' pronunciation was hard to understand.	S
4	The listening material was not delivered through interesting media	M
5	The listening process was not delivered using loudspeakers that would support the clarity of the pronunciation and vocabulary in the text.	F
6	The teacher only gave a little time for listening exercise in average.	E.T
7	Sometimes the students chatted with peer friends during the teaching listening activities because they did not feel motivated enough in the English learning.	S
8	The teacher had never used videos for listening learning, even though each class had equipped with LCD.	E.T
9	The teacher had implicitly stated that listening took much time for preparation therefore she rarely taught listening.	E.T

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No	Problems found in the Class	Code
10	The teacher found difficulties to find fresh, interesting and <i>up to date</i> materials for listening.	E.T
11	The teacher never gave the students' worksheets for listening exercise completed with interesting pictures to boost the students' motivation and interest.	M
12	Some students felt bored because in the listening exercise, the teacher did not use the loudspeakers, therefore, the students did not hear the sound clearly.	S
13	The students who were asked to give the answers to the exercise were not ready and they did not feel confident enough to deliver their answer.	S
14	The students had difficulties in understanding listening materials. They could not understand the materials such as finding the general ideas and supporting details of the materials.	S

Note:

E.T : English Teacher **F** : Facilities
S : Students **M** : Media

The table above had given brief description of the problems found by the researcher in the observation stage. Therefore, those problems became the obstacles in the teaching and learning of listening as one of the most important skills in English. The difficulties and the obstacles encountered by the students can be seen in the following interview.

- R: "*Namanya siapa, Dek?*"
 ("What is your name?")
- S: "*Imanuel Brahmasuta Dharma*".
 ("My name is Imanuel Brahmasuta Dharma")
- R: "*Apakah Adik senang belajar bahasa Inggris?*"
 ("Do you like to study English?")
- S : "*Iya, senang karena bisa dipergunakan di masa depan bila bisa berlanjut ke luar negeri apa ke mana gitu.*"
 ("Yes, I do, because English can be useful in the future if I can continue studying abroad or anywhere else.")
- R : "*Jadi pengen ke Australia?*"
 ("So, you want to go studying to Australia?")
- S : "*Ya, kalo bisa ke luar negeri.*"
 (Yes, if I can, I want to study abroad.)
- R : "*Dari empat skill bahasa Inggris, listening, speaking, reading, writing, yang paling susah yang mana?*"
 ("Out of the four skills of English; which are listening, speaking, reading, and writing, which one is the most difficult according to you?")
- S : "*Listening, ya agak susah sih.*"
 ("**Listening, it is rather difficult.**")
- R : "*Berarti susah?*"
 ("So, it means it is difficult for you?")
- S: "*Ya, lumayan.*"
 ("**Yes, it is fairly difficult.**")
- R : "*Guru bahasa Inggrisnya ngajar listeningnya berapa kali?*"
 ("How many times does the English teacher teaches the listening skill?")
- S : "*Gak pasti, e.*"
 ("Well, it is not certain.")
- S : "*Kurang jelas vocabnya itu lo.*"
 ("**The vocabulary is not really clear.**")
- R : "*Jadi apa yang kamu coba untuk mengatasinya?*"
 ("So, how do you cope with that?")
- S : "*Ya, banyak belajar kosakata gitu.*"
 ("Well, I try to learn the vocabulary frequently")

(Interview, October 31st, 2012)

In addition, the teacher did not feel that it was necessary for her to teach the listening skill separately from the other skills of English. She simply inserted the

teaching and learning of the listening skill while teaching the other English skills.

As the result, the students did not feel encouraged and motivated enough in learning listening. They also did not find that listening was very attractive and interesting for them. Thus, they did not regard listening as one of the most important skills to master English.

3. Determining Actions to Solve the Selected Field Problems

After identifying the problems, the researcher met the English teacher and then she gave her the list of the problems. Then, the English teacher agreed to what the list suggested. Afterwards, the researcher proposed a learning aid that would be helpful to be used in the listening activities in class X.E in accordance to the problems that had been listed. The mentioned learning aid was to teach the students of class X.E using videos.

The videos were expected to motivate and push the students to pay good attention to the teaching and learning activities of listening. It was also expected that through the use of the videos, the students would be interested in learning listening in a very enjoyable way, instead of being nervous because they could not catch the meaning of the vocabularies they listened to. As the effect, it was expected that they would consider that listening was important skill. In fact, it is a very interesting skill to master.

The actions would be formulated in the table below. Each of the action would be in accordance with the problems stated in the problems table above.

Table 4: The Field Problems Concerning to English Teaching and Learning Process in Class X.E of SMA N 4 Yogyakarta in the academic year of 2012/2013 to Solve Based on the Urgency Level and Feasibility.

No	The Problems Found in the Class	Main problem	Code
1	The students were not very interested or enthusiastic about the learning material given by the teacher.	The material is not awakening the students' curiosity because there is no new material.	S
2	The students found that the native speakers' pronunciation was hard to understand	The pronunciation of the native speakers was unfamiliar and rare for them, thus, the students found difficulties in the learning.	S
3	The listening material was not delivered through interesting media	The listening lesson only used oral presentation from the teacher.	M
4	The listening process was not delivered using loudspeakers that would support the clarity of the pronunciation and vocabularies in the text.	The sound for listening produced in the class was not clear enough.	F
5	The teacher only gave a little time for listening exercise in average.	The time provided for the listening task was not sufficient.	E.T
6	Sometimes, the students chatted with peer friends during the listening teaching activity because they did not feel motivated enough to join the activity.	The students preferred to talk with their friends during the lessons.	S
7	The teacher had implicitly stated that listening took much time for preparation and therefore she rarely taught listening.	The teacher found difficulty in finding proper material for listening.	E.T

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No	The Problems Found in the Class	Main problem	Code
8	The teacher never gave the students' worksheets for the listening exercise which were completed with interesting pictures to boost the students' motivation and interest.	The teacher never gave the students' worksheets, especially ones completed with pictures.	F
9	The students who were asked to give the answer to the exercises were not ready and they did not feel confident enough to deliver her answer.	The confidence of the students was still low in giving their answer.	S

After selecting and identifying the most urgent and the most feasible problems to be solved, the researcher worked to do an analysis. An analysis was conducted to find the relationship between the problems, their causes and possible actions to overcome them.

The following table shows the problems, causes and the actions related to the field problems.

Table 5: The Actions to Solve the Problems

No.	Problems	Cause	Actions
1	The students did not feel very interested or enthusiastic on the learning material given by the teacher.	The materials do not attract the students' attention well.	The researcher would like to give fresh and attractive materials by the use of videos downloaded from the internet.

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No.	Problems	Cause	Actions
2	The students found that the native speakers' pronunciation was hard to understand.	The students were unfamiliar of the native speakers' pronunciation. Thus, the students found difficulties in the learning of the listening skill in general.	The researcher would like to give videos containing authentic native-speakers' dialogues and pronunciation.
3	The listening material was not delivered through interesting media	The teacher did not utilize modern media which were provided for the learning activities in the classroom well.	The researcher would like to use the media available in the class, for example LCD.
4	The listening process was not delivered using loudspeakers that would support the clarity of the pronunciation and vocabularies in the text.	The teacher did not utilize modern learning media; instead, the teacher merely gave listening lesson orally.	The researcher would like to bring loudspeakers.
5	The teacher only spent short time for listening exercises.	The teacher found that listening skill did not have a large portion in the Final National Examination. Therefore, she rarely taught listening.	The researcher would like to give listening tasks and tests to the students.
6	Sometimes the students chatted with their friends during the teaching and learning activity of the listening skill because they were not motivated enough.	The students felt bored.	The researcher would like to try to improve the students' motivation by giving them interesting videos.

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No	Problems	Cause	Actions
7	The teacher had implicitly stated that listening took much time for preparation, therefore, she rarely taught listening.	The teacher did not have time to find new materials.	The researcher would like to find materials through the internet for the teacher.
9	The teacher never gave worksheets for the listening exercise which were completed with interesting pictures to boost students' motivation and interest.	The teacher did not provide the students with worksheets because she only instructed the students to use their regular note books.	The researcher would like to distribute worksheets which were completed with interesting pictures for each student.
10	The students who were asked to give the answer of the exercise were not ready and they did not feel confident enough to deliver their answers of the questions given.	The students did not feel too confident with their answer because they were afraid that they misheard the recording.	The researcher would like to give some appreciation for the students who were brave to deliver their answer or opinion in front of the class.

B. The Report of Cycle I

1. Planning the Action

In this phase, the researcher identified the problems and made some plans to choose the actions that were feasible to be implemented. In Cycle I, she acted as the teacher. Before implementing the actions, the researcher planned some actions related to the teaching and learning of listening. She used lesson plans before the actions

were applied. PPP (*Presentation, Practice, Production*) was used as the teaching method because it was the most suitable one for the teaching listening skill. The teaching method covered learning objectives, materials, learning procedures, media and assessments. The teaching and learning plans for each meeting were explained as follows.

a. First Meeting

- 1) The researcher presented the videos to the students of class X.E. The video was entitled: "*How to make Chinese Fried Rice*".
- 2) The researcher asked the students to work on the task related to the videos that they watched.
- 3) The researcher checked whether the students having difficulties or not and offered a help to them.
- 4) The researcher discussed the listening task together with the students once they have finished the task.
- 5) The researcher distributed another task to the students
- 6) The collaborator observed the teaching and learning process.

b. Second Meeting

- 1) The researcher presented the videos to the students of class X.E. The video was entitled: "*The Monkey and the Weaving Bird*".
- 2) The researcher asked the students to work on the task related to the videos that they watched.
- 3) The researcher checked whether the students having difficulties or not

and offered a help to them.

- 4) The researcher discussed the listening task together with the students once they have finished the task.
- 5) The collaborator observed the teaching and learning process.

c. Third Meeting

- 1) The researcher reviewed the previous material about the video given to the students of class X.E
- 2) The researcher presented the videos to the students of class X.E. The video was entitled: "*Little Red Riding Hood*".
- 3) The researcher asked the students to work on the task related to the videos that they watched.
- 4) The researcher took the students' scores on the test.
- 5) The collaborator observed the teaching and learning process

To obtain the data and information during the teaching and learning process, the researcher prepared some instruments such as observation checklist and interview guidelines. The observation checklist was aimed to obtain information about the implementation of the planning and procedures. It was also used to gather data about the students' activity during the teaching and learning process. The result of the classroom observation was recorded in the form of vignettes.

In addition, the interviews were also conducted to get the data from the students and the English teacher. It was conducted before, while and after the

implementation of the actions. The result of the interview was recorded in the form of interview transcripts.

2. Action, Implementation and Observation in Cycle I

The actions of Cycle I were applied three times on October 31st, November 7th, and November 14th, 2012. The materials of the teaching and learning process of listening in class X.E were all using videos downloaded from <http://www.youtube.com>.

a. First Meeting

The video for the teaching materials was downloaded from <http://www.youtube.com>. The title of the video was “*How to make Chinese Fried Rice*”. The video showed about the procedure to make a bowl of Chinese Fried Rice. The chef of the video showed the steps to make the fried rice.

The researcher used the LCD available in each class of SMA N 4 Yogyakarta. The students were very interested and they seemed to be so enthusiastic in watching the video. They paid attention to the steps of how to make fried rice showed by a woman who was a real native speaker of English. The vignette below gives a brief description on the event.

Vignette 2: The Teaching and Learning Activity of the First Meeting of Cycle I.

The class got more conducive when the video was being played. The students were very serious in watching the video entitled: "*How to Make Chinese Fried Rice*". Despite sometimes they gave comments about the video, such as: "*Bagaimana mungkin dia menggunakan wortel untuk membuat nasi gorengnya?*" ("How come she used carrots in making the fried rice?"). The researcher told them to take notes on important points of the video they were watching because the information would be useful in working on the tasks later. The researcher played the video twice.

However, the researcher gave the video a pause at several important points because the students wanted to take notes. **They said that they did not understand the pronunciation of the speaker in the video well.**

One of the students said: "*Miss, tolong di pause agak lama di bagian itu, mau dicatet ini.*" ("Miss, would you like to give a pause on that part? I want to take notes on that one first, please."). Then, the researcher felt it was necessary to show the video. **Then, they received the worksheets given by the researcher. They asked questions related to the exercises.** For example: "*Miss, ini gambar apa?*", "*Pengejaan nama bahasa Inggris buat gambar ini apaan ya miss?*" ("Miss, what kind of pictures these?", "How is the spelling of these pictures, Miss?").

The next activity was to identify pictures given in their worksheets and the students were asked to put names at each of the pictures used as the ingredients to make Chinese Fried Rice in the video. The students were asked to do so without opening their dictionary. At first, they had some difficulties in giving the names of the pictures. They even asked the researcher to open the dictionary, but the researcher would not allow them to do so. However, when they had finished doing the task, the researcher asked the students to list unfamiliar words, and the researcher along with the students discussed the answer to the task and found the meanings of the unfamiliar words together.

The last activity was to identify the generic structure of the procedure video. When the researcher asked about the generic structure orally, the students did not

know the answer. Therefore, the students were asked to write their answer on papers. They were also asked to summarize the video they had just watched in a brief description. They should at least write two or three paragraphs using some important plot points provided by the researcher. On this task, some of the students seemed to have difficulties. The researcher walked around the class to make sure the students work on their task well. The students asked about the vocabulary and word order such as: "What is the English of *bayam*, Ma'am?", "What is the spelling of it?" and "How if we say meat, is it right or should we say a loaf of meat?".

Almost fifteen minutes later, the researcher collected the work done by the students. The student who looked very enthusiastic in working the task was later asked for an interview to explain what made her happier to join the listening class that day. It can be seen from the interview transcripts below.

<p>R: "<i>Siapa namanya?</i>" ("What is your name?")</p> <p>S: "<i>Maria</i>" ("Maria")</p> <p>R: "<i>Apa yang dirasakan Maria pas video tadi dimainkan, apakah videonya menarik?</i>" ("What did Maria feel when the video was being played, was it interesting?")</p> <p>S: "<i>Iya</i>" ("Yes, it was")</p> <p>R: "<i>Apa kamu merasa ada kesulitan-kesulitan untuk memahami arti kata-kata yang diucapkan sama wanita di video tadi?</i>" ("Did you feel that there were some difficulties in understanding the meaning of the words spoken by the woman in the video?")</p> <p>S: "<i>Iya, tadi saya rasa itu susah</i>" ("Yes, I felt it was quite difficult")</p> <p>R: "<i>Oke, tapi kamu tadi bisa mengerjakan tugas-tugasnya kan, Maria?</i>" ("Okay, but you could do the assignment well, Maria?")</p> <p>S: "<i>Iya, tapi sedikit susah, tapi kan itu akhirnya bakal membuat kita tertantang buat</i>"</p>
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dengerin vocabulary, yah kayak di film-film di rumah.”

(“Yes, but it was a little bit hard, but eventually it will make us feel challenged in listening to vocabulary, just like in the movies at home.”)

(Interview, October 31st, 2012)

R: “Seberapa sering bu guru, Bu Indar mengajar listening?”

(“How often does the teacher, Mrs. Indar, teach the listening skill?”)

S: “Biasanya cuma digabungin langsung mbak sama skill lainnya.”

(“Usually it is only being integrated with other skills, Miss”)

R: “Kalau metode pembelajaran yang paling sering dilakukan apa dik, kayak misalnya video atau pakai yang lain?”

(“What is the learning method which is frequently used; for example the videos or others?”)

S: “Kalau Bu In itu hanya lisan kok mbak.”

(“Mrs. In teaches listening orally, Miss”).

R: “Kalau adik senang tidak dengan metode pembelajaran pakai video seperti tadi?”

(“What about the learning method using the video like in the lesson, do you like it?”)

S: “Iya, senang mbak”.

(“Yes, I like it, Miss”)

(Interview, October 31st, 2012)

From the interview transcripts above, it can be concluded that the learning of the procedure text entitled "*How to Make Chinese Fried Rice*" attracted the students' attention better. They had more motivation in doing the tasks related to the video they had just watched. The students were even entertained during the listening lesson.

Before closing the meeting that day, the researcher and the students reviewed on the activities that have been implemented. Once again, the researcher asked the general difficulties that the students had encountered. At last, the researcher told about the brief description of the lesson plan for the next meeting. The researcher led the class for praying and ended the class at 08.45 a.m.

b. Second Meeting

The second meeting was held on November 7th, 2012. In the meeting, the researcher still acted as the teacher. A collaborator also took the pictures and notes of the teaching and learning activity. The collaborator was a fellow university student of the researcher, named Menihati Pramita. The English teacher also became the collaborator that day. She filled the observation checklist that day. The class was started at 07.15. This time, the students were obedient enough; therefore they were in the class already.

The researcher greeted the students; she checked the students' attendance and led the prayer. Then she said good morning and asked the students whether they were ready to join the lesson that day. Then, she asked about the following questions for *Lead In*:

- 1) "Have you ever watched a cartoon or animated video?"
- 2) "What was the video or the cartoon about?"
- 3) "Can you tell the main characters of the story?"
- 4) "Was the video or the cartoon interesting?"

Then, the researcher prepared for the loudspeaker and adjusted the volume, therefore, all students could hear the sound of the video very well. Then, she turned on the big screen of LCD in the class and began to play a narrative video entitled "*The Monkey and the Weaving Bird*".

The students of the class paid good attention to the video. Therefore, the class became conducive for the teaching and learning activity. Sometimes, the

researcher must stop the video several times in several important points. The video lasted approximately three minutes.

After the video had been played, some students wanted to watch the video again. Thus, the researcher played the video once more. Unfortunately, the students who sat in the back and those who sat in the corner made some noise. Sometimes, they even talked with their tablemates. Thus, other students felt that their concentration was disturbed. It can be seen from the following interviews with the students below.

<p>R: "<i>Gimana tadi dek, apa tadi video yang diputarkan sudah cukup jelas?</i>" ("How about it, was the video being played clear enough for you?")</p> <p>S: "<i>Ya mbak, udah cukup jelas</i>" ("Yes miss, it was quite clear").</p> <p>R: "<i>Tadi hambatannya sewaktu mendengarkan video the Monkey and The Weaving Bird apa, dek?</i>" (What was your obstacles when you were listening to the video of <i>The Monkey and The Weaving Bird</i>?)</p> <p>S: "<i>Ya sebenarnya tadi kurang jelas sebentar-sebentar karena ada yang rame, gitu mbak.</i>" ("Yeah, actually it was not really clear enough sometimes, because there were some students who made noise, Miss.").</p> <p style="text-align: right;">(Interview, November 7th, 2012)</p>
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<p>R : "<i>Gimana tadi dek pelajarannya, ada gangguan atau kesulitan tidak?</i>" ("How about the lesson, is there any disruption or difficulty?")</p> <p>S : "<i>Ada mbak.</i>" (Yes, there is, Miss.)</p> <p>R : "<i>Terus gangguannya waktu belajar listening di kelas apa?</i>" ("And then what was the disruption in the listening lesson?")</p> <p>S : "<i>Suara-suara yang lainlah.</i>" ("Other noises.")</p> <p>R : "<i>Tadi speakernya?</i>" (“And what about the speaker?”)</p> <p>S : "<i>Ya, jelas. Tapi, teman-teman pada ribut.</i>" ("It was clear, but my friends made noises")</p>
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R : “Kalo belajar listening pake video suka?”

(“Do you like learning listening using videos?”)

S : “*Ya, kalo cuman mendengarkan ya gak ada hiburannya gitu, Mbak.*”

(**“Yes, I do, if I only listened to the video, it would be boring, Miss”**)

R : “*Kalo video tu lebih menyenangkan daripada lisan gak sih?*”

(“Do you think that the videos are more fun than verbally?”)

S : “*Iya, mba.*”

(**“Yes, Miss.”**)

(Interview, November 7th, 2012)

From the interview transcripts above, it can be seen that several students who made noise became an obstacle for the other students in the teaching and learning activity of listening.

Then, after watching the videos, the students were asked to do the listening tasks related to the video; “*The Monkey and the Weaving Bird*”. The students were asked to match the pictures with the description provided.

Then, the researcher reviewed the answers of the students. There were 6 questions of the task that was done by the students. She called on the students randomly. She asked them to state the answers the questions; each student for each question respectively. The vignette of the event can be seen below.

Vignette 3: **The Teaching and Learning Activity of the Second Meeting of**
Cycle I.

The researcher asked one of the students to deliver the answers of the task:

“Please Tama, would you like to tell us the answer of number 1?”, the researcher asked. He stated loudly: "It is", Miss".

Then, the researcher asked him to spell the answer. Then he said; “W-I-N-T-E-R, Miss”. The researcher responding his answer by saying: “Thank you, Tama”. Subsequently she said: “Ratih, what is the answer for number six?” There was a little moment of silence in the class. The she answered: "I’m sorry Miss, I have not done number 6."

Then, the researcher gave the answer and asked the class to spell the word together: “M-O-N-K-E-Y.”

Then, the lesson moved on to the next part. The researcher asked the students to work on the assignment and took a look at the statements provided. The statements related to the story of the video. However, the statement could be wrong or true. So, the students worked on the task quickly. Sometimes they asked the researcher about the meaning of a word or a statement. In Cycle I, the researcher still allowed the students to use the dictionary. However, in Cycle II they would not be allowed to use it. The researcher would like to find out if there was some improvement by commanding the students to work without dictionary. It was expected that they would remember the vocabulary well if they were not allowed to use dictionary.

Before the lesson that day was ended, the researcher asked about how the students felt on the video they watched and the tasks that they worked on that day. Some of them replied that it was fun and interesting. Despite the fact that they must

did the exercises related to the video. Then, the bell rang and the researcher ended the class and said goodbye to the students.

c. Third Meeting

The third meeting was the last meeting of Cycle I. This last meeting was held on November 14th, 2012. This time, all of the students had already got into the class and they have sat on their benches. First, the researcher led a prayer before the lesson that day was started. Then, she checked the students' attendance and she asked about their condition. After that, she gave some opening questions to the students, she said:

- 1) "How are you today, students?"
- 2) "Have you studied last night?"
- 3) "And what about our listening lessons previously, did they make you feel that listening is an enjoyable lesson?"
- 4) "Do you feel that you like listening lesson is better now?"

Some students said that had studied before, but some students said they had not. Next, the researcher told the students that it was going to be the last meeting of the Cycle I of the research. She also told the students that she expected that the students would be willing to work on the tasks given that day. After the students were ready to join the lesson that day, the researcher then prepared the video, accompanied with the LCD and loudspeakers which had been adjusted at the correct volume. The video that was about to be learned that day was a narrative video with the title "*Little*

Red Riding Hood". The vignette below will give a brief description of the activity.

**Vignette 4: The Teaching and Learning Activity of the Third Meeting of
Cycle I.**

The students felt uncomfortable to sit in the back. Therefore, they moved to sit in the front bench-rows in the class in order to hear the loudspeakers better, which in turn would make them to be able to do the last task well. A student said:

S: "*Miss, boleh tidak pindah ke depan supaya bisa denger lebih baik?*"

("Miss, can we move to the benches in the front so that we can hear the video better?")

R: "*Tentu, duduk saja*"

("Of course, take your seats then")

After that, the students paid attention to the video. The video was played twice. In fact, there were some students who giggled at some pictures found in the video which were funny according to them.

Then, the students were asked to work on two tasks related to the video that they had just watched. The first task was to match the pictures in the worksheets with the descriptions which had been provided. The researcher walked around the class to make sure that they all work on their task. Apparently, a student made a trouble as seen in the following vignette.

**Vignette 5: The Teaching and Learning Activity of the Third Meeting of
Cycle I.**

The researcher asked the student who made trouble, as the following:

R: "*Tama, kamu lagi apa, kok tidak mengerjakan tugasnya, tapi kamu malahan jalan-jalan di kelas?*"

("Tama, what are doing, so that you don't work on your assignment, instead, you are wandering off the class?")

S: *“Ya Sori, Bu. Cuma mau pinjem bolpen aja ini loh, Bu. Ini mau balik lagi ke kursi.”*

(“Oh, I’m sorry Ma'am. I just wanted to borrow some pen from my friends. Now, I’m getting back to my chair.”)

The students had finished their task quickly. They did not have any trouble in working on the task. Then, the researcher asked them to work on the test that would be conducted that day. After the students finished the test, the researcher collected the result of the students’ test result because she would take the students’ grade from the test. After that, the researcher decided to continue to the next task. The task was to retell the video that had been played. The students were asked to retell the video using their own words. Every student was seen to work on their task. Once again, the researcher walked around to check their activity. Some students asked about the vocabulary related to the video, but they were not allowed to open their dictionary or to ask their friends about it.

After a few minutes, the students had done their task. Thus, the researcher asked one of them to perform in front of the class. She promised that the student who was brave enough to perform in front of the class that day would be given an appreciation in the form of a small book and a pen. Thus, one of the female students performed and gave her answer directly in front of the class. And so forth until the time of the lesson almost over. Then, after finishing their performance, the researcher asked the students about their feeling during the teaching and learning process, their

difficulties related to the activity and given listening materials. As they did not have problems, the lesson was reviewed. However, the bell rang and the researcher closed the meeting by saying “good bye”.

3. Reflection of Cycle I

In this step, the researcher would reflect on the actions that were done in Cycle I and how the actions in Cycle II should be done. Cycle I was an effort to improve the listening skill of Class X.E students. After conducting Cycle I, the researcher made some reflections. The reflection of this cycle was based on the research instruments, including observation sheets, interview guidelines and the photographs of the teaching and learning activity as well as tests. Here is the description of the reflection of Cycle I.

- a. Using the videos as the main activity in the listening teaching and learning process. The use of video for was successful in every meeting. The students showed their enthusiasm every time the videos were played in the class. The English teacher expressed her agreement on this case. As seen in the interview transcript below.

<p>R : (“<i>Kalo menurut Ibu apakah langkah-langkah kegiatan listening dengan video tadi sudah bagus, Bu?</i>”) (“According to you ma’am, are the steps of listening activity using the video in the lesson today good enough?”) E.T : (“<i>Iya, itu medianya cukup.</i>”) (“Yes, they are, the media was enough.”) (“<i>Dan kalau untuk membahas video, videonya bisa dipotong-potong atau di-cut</i>”)</p>

sehingga siswa menjadi lebih jelas.”)

(“And if you discuss the video, the video can be cut or stopped, therefore, the students are able to understand the video well.”)

R : (“*Kalau menurut ibu tadi kendala apa saja yang dialami oleh siswa maupun researcher dalam menggunakan video?*”)

(“And according to you, Ma’am, what are the obstacles experienced by the students and the researcher in using the video?”)

E.T : (“*Kalau video itu memang lebih menarik ya, hanya mungkin bahannya tidak mudah untuk didapatkan ya atau untuk membuatnya.*”)

(“**The videos are more interesting, right?**”.)

(“**Anyway, the material is not easy to find. It is not easy to make them, too**”)

R : (“*Selain itu, kendala dalam prosesnya bu, misalnya speaker yang kurang keras atau bagaimana?*”)

(“In addition, what are the obstacles in the process, ma’am?, for example the loudspeaker which was not loud enough or else?”)

E.T : (“*Oh ya itu, tapi saya tadi duduknya di depan jadi jelas, tapi kalau yang di belakang-belakang tadi memang ada noise sedikit. Jadi tempat duduk juga menentukan.*”)

(“Oh, that, but I was sitting in the front so it was clear to me, but for those who sat in the back found some noise. So the seats are also can be taken into account.”)

R : (“*Kalau tadi speed dalam video terlalu cepet tidak ya, Bu?*”)

(“Was the speed of the video too fast, Ma’am?”)

E.T : (“*Yang video tadi ya?, Saya kira yang tadi cukup jelas.*”)

R : (“**The video in that lesson, right?, Well, I think that’s clear enough.**”)

(Interview, November 7th, 2012)

- b. The use of LCD could attract the students’ attention and concentration better.

The LCD which had never been used before by the teacher is proven to make the class to be more quite. It happened every time the students were commanded to listen to the listening text.

- c. The use of the loudspeakers made the students listened to the dialogues and texts in the video easier. The load speaker was successful to help the students

in understanding the dialogues and the texts in the listening material. The loudspeakers produced a louder sound. Therefore, the students could hear the videos well.

- d. Using the students' worksheets which are completed with pictures related to the video for each student succeeded to make them feel more interested.

The students got a worksheet for each of them.

- e. Telling the students to perform their assignment result in front of the class was not successful. When the researcher tried to encourage the students to perform the result of their tasks in front the class using their own words, most of them refused it. They said that they had not finished the task. Some of them said they were shy and afraid if their friends would laugh at them or tease them while they were performing. Finally, there was one student who wanted to deliver her answer in front of the class. However, some of her friends teased her while she was delivering her task's result. The researcher then told them not to do so, thus, the class became quite again. So, the researcher would like to try another kind of persuasion to make the students willing to deliver their answers and to get involved in the lesson better. She would like to give some appreciation to the students participating in cycle II. However, giving appreciation to the students, i.e. by giving them a pen and book in Cycle I was proved to be helpful in motivating the students to perform. Thus, the researcher would keep this action in Cycle II. It was expected that the students would be more motivated and excited.

4. Findings of Cycle I

Based on the reflection above, the researcher and the English teacher decided that most of the activities in Cycle I were successful, but it was necessary to improve the actions that have been planned. There were some points that could be concluded as follows.

- a. Using videos as the main activity in the listening teaching and learning process.

The use of the videos for was successful in every meeting. The students showed their enthusiasm every time the videos were played in the class. The listening activity using the videos as the main activity in Cycle I was successful to attract the students' attention.

- b. The use of LCD could attract the students' attention and concentration better.

The big screen which had never been used before by the teacher was proven to make the class more quite, every time they were commanded to listen to the listening text.

- c. The use of the loudspeakers made the students listened to the dialogues and texts in the video more easily. The use of the loudspeakers which had never been used before by the teacher was successful in making the students to understand the words spoken in the video better.

- d. Using the students' worksheets which were completed with pictures related to the video for each student succeeded to make them more interested.

The students felt interested in working on the tasks.

- e. Telling the students to perform their assignment result in front of the class was not successful.

There was only one of the students during cycle I who was willing to deliver the result of her task in front the class. Thus, the researcher would make other strategy to make each student to be confident enough in presenting the result of their task in the next cycle.

The following is the summary of reflection and conclusion of Cycle I and the recommendation for Cycle II resulted from the discussion between the English teacher and the researcher.

Table 6: The Summary of Reflection and Conclusion of Cycle I and Recommendation for Cycle II

Action in Cycle I	Reflection in Cycle I	Conclusion in Cycle I	Recommendation for Cycle II
a. Using the videos as the main activity in listening teaching and learning process.	The use of video for was successful in every meeting. The students showed their enthusiasm every time the videos played in the class. The listening using video as the main activity in cycle I was successful to attract the students' attention.	The action would be maintained in Cycle II with some improvement.	Because the action was successful, the researcher would like to keep using the video for Cycle II with some improvement. She would like to use more videos with more varied contents.

(Continued)

(Continued)

Action in Cycle I	Reflection in Cycle I	Conclusion in Cycle I	Recommendation for Cycle II
b. The use of LCD could attract the students' attention and concentration better.	The LCD which had never been used before by the teacher is proven to make the class to be more conducive every time they are commanded to listen to the texts and dialogues in the listening videos.	The action would be maintained in Cycle II with some improvement.	Because the action was successful, the researcher would like to keep using the videos for Cycle II with some improvement.
c. The use of the loudspeakers made the students listened to the dialogues and texts in the video easier.	The use of the loudspeakers which had never been used before by the teacher was successful in making the students to understand the words spoken and the meaning of the words.	The action would be maintained in Cycle II with some improvement.	Because the action was successful, the researcher would like to keep using the loudspeakers for Cycle II with some improvement.
d. Using worksheets which were completed with pictures related to the video for each student succeeded to make them feel more interested.	The students felt interested in working on the tasks.	The action would be maintained in Cycle II with some improvement.	Because there were more than thirty students and it was not comfortable enough for them to share the students' worksheets, the researcher decided to give each student one worksheet in Cycle II.

(Continued)

(Continued)

Action in Cycle I	Reflection in Cycle I	Conclusion in Cycle I	Recommendation for Cycle II
e. Telling the students to perform their task result in front of the class was not successful.	There was only one of the students in Cycle I who was willing to deliver the result of her task in front the class. Thus, the researcher would create other strategy to make them confident enough in the next cycle.	The action would be maintained in cycle II with some improvement.	Because the students were not willing to deliver the result of their task in front of the class, the researcher would give appreciation in the form of souvenir in the end of the Cycle II to make the students feeling enthusiastic to do so.

C. The Report of Cycle II

1. Planning

Based on the reflection in Cycle I, the researcher tried to plan some efforts to be applied in Cycle II. Those efforts still used the same teaching aid that is the videos. Thus, the actions are still the same to the actions applied in Cycle I. However, there would be some improvements added in Cycle II, by taking into account the reports of Cycle II.

Because the use of the videos as the main activity in teaching and learning process was successful, the researcher decided to use the similar learning aid again in the next cycle. The videos were played again in the Cycle II were *narrative* and *procedure* videos. The videos would be entitled as; "*Cinderella*", "*How to Make*

Banana Pancakes", and *"The Wise Chick and the Greedy Wolf"*. The researcher would use more worksheets for the students' exercise that are filled with pictures. The researcher would continue to use the videos that used real native speakers' pronunciation and accents. Therefore, the researcher would be able to make the students to get used to the real native speakers' pronunciation. In this cycle, the researcher would also reduce the use of commands and explanations using *Bahasa Indonesia* and she also would not allow the students to use the dictionary while working on the tasks given by the researcher. It was expected by doing this, the students would employ the context that the video which had been provided to help them to understand the video. The teaching and learning plans are explained as follows.

a. First Meeting

- 1) The researcher presented the videos to the students of class X.E. The video was entitled: *"Cinderella"*.
- 2) The researcher asked the students to work on the task related to the videos that they watched.
- 3) The researcher checked the students who had difficulties and offered to help them.
- 4) The researcher discussed the listening task together with the students once they have finished the task.
- 5) The collaborator observed the teaching and learning process.

b. Second Meeting

- 1) The researcher reviewed the previous material about the video given to

the students of class X.E

- 2) The researcher presented the videos to the students of class X.E. The video was entitled: "*How to Make Banana Pancakes*".
- 3) The researcher asked the students to work on the task related to the videos that they watched.
- 4) The researcher checked the students who had difficulties and offered to help them.
- 5) The collaborator observed the teaching and learning process

c. Third Meeting

- 1) The researcher reviewed the previous material about the video given to the students of class X.E
- 2) The researcher presented the videos to the students of class X.E. The video was entitled: "*The Wise Chick and the Greedy Wolf*".
- 3) The researcher asked the students to work on the task related to the videos that they watched.
- 4) The researcher took the students' scores on the test.
- 5) The collaborator observed the teaching and learning process.

2. Actions, Implementation and Observation in Cycle II.

The actions were conducted in three meetings, on November 21st, November 24th and November 28th, 2012. The videos that would be learned in this cycle are the videos entitled "*Cinderella*", "*How to Make Banana Pancakes*", and "*The Wise Chick and the Greedy Wolf*". "*Cinderella*" video was performed on November 21st. The *procedure* video entitled "*How to Make Banana Pancakes*" was played on November 24th, 2012. The last one, a *narrative* video entitled "*The Wise Chick and the Greedy Wolf*" was played on the last meeting of Cycle II, which was in November 28th, 2012.

During the actions the researcher would act as the teacher, and a collaborator was also included. The collaborators in Cycle II were the fellow university students of the researcher, named Menihati Pramitha and Ayu Retno Widati. The data were collected in the form of classroom observation, interviews, and documentation. The detail of the action in each meeting was discussed as follows.

a. First Meeting

In this second cycle, the researcher still maintained to use the videos as the learning aid because it had been stated in the reflection stage previously that the use of the videos helped the students to join the listening lesson better. The videos also created lively atmosphere for the students. When the bell rang, the researcher had prepared the LCD and the loudspeakers. The first activity that day began by watching a *narrative* video entitled "*Cinderella*". Before played the video for the class, the researcher asked some brief questions to the students as the following:

- 1) “Do you about a famous story named Cinderella?”
- 2) “If you do, where did you find out about it?”
- 3) “Was it from a cartoon series or a film, a comic book or from a magazine?”
- 4) “Well, so you know now that the story has many versions. Now let's see the version of the story in the form of a short video that I will show to you.”
- 5) “When watching the video, you also got entertainment while learning about the real native speakers' accent and pronunciation at the same time, right?”

Then, after watching the video twice, the researcher gave the students a task in the form of *matching task* related to the story of the video entitled "*Cinderella*". The vignette below gives brief description about the activity.

Vignette 6: **The Teaching and Learning Activity of the First Meeting of**

Cycle II.

After the worksheets were distributed to the students, they work on their task actively. This time, the researcher did not allow the students to open their dictionary. Even though so, they looked enthusiastic and tried to guess the vocabulary and their meaning. However, the researcher still allowed the students to ask her if they had some difficulties in working on their task. **Whilst the students were working on the task, the researcher was walking around the class to check the students' task result.**

Once the students had finished their task, the researcher collected the result of the task from the students. Then, the researcher demanded the students to carry on to the next part. The next part of the task was consisted of ten questions related to the story of Cinderella that they had watched in the video. It was downloaded from

<http://www.youtube.com>.

While working on the task, the researcher asked whether the students needed some helps to solve the questions or not. Some students said yes, pointing at number 5 and 8 to be the cause of their difficulties. Then, the researcher and the students agreed to play the video again. However, this time, the video would only be played in some important points. This would give away important clues for the students to get the answers needed for number 5 and number 8.

Afterwards, the researcher asked whether the students had finished working on their task of Section A and B or not. Some students said yes, while some had not finished their task. Responding to this, the researcher gave them additional time approximately 10 minutes. After that, the researcher and the students answered the questions together orally.

The researcher asked the spelling of each word in the answers to the students and then wrote the answers along with their spelling on the whiteboard, so that all of the students could memorize the correct spelling. The researcher also asked to spell the words together to make sure that the students had the correct spelling of the words. The brief description of the activity can be seen on the following vignette.

Vignette 7: The Teaching and Learning Activity of the First Meeting of

Cycle II.

<p>The researcher asked one of the students, named Fauzi to give his answer on number 9: “Please Fauzi tell your friends on your answer of number 9!” Then, Fauzi quickly gave his answer: “The answer for number 9 is <i>mouse</i>, Miss”.</p>

After that, the researcher asked the students in the class to spell the word again. Later, the researcher discussed the next answer of the questions. When the students were unsure of the answers that they had given, the researcher replayed the video and stopped at the important part that would indicate the answers of the questions.

As the students did not have any more difficulties, the researcher explained the material for the next meeting. The video as the learning material in the next meeting would be entitled "*How to make Banana Pancakes*". The video was a *procedure* video. Then, the researcher led the prayer which marked the end of the English lesson that day. Finally, she said goodbye to the students.

b. Second Meeting

In the second meeting of Cycle II, the researcher came early in the morning to the class. She intended to do so because she wanted to make some interviews with the students. She would like to check about the students' opinions and progresses in Cycle II. The second meeting of Cycle II was conducted on Saturday, November 24th, 2012. The interviews can be seen in the following interview transcripts below.

R: ("Namanya siapa, dek?
("What is your name?")
S: ("Widya")
("My name is Widya")
R: ("Suka pelajaran listening pakai video tadi tidak, dek?
("Do you like the listening lesson using the video, such as in the lesson today?")
S: ("Suka")
("Yes, I like it".)
R: ("Menurutmu menarik ngga, dek?
("According to you, was it interesting or not?")
S: ("Iya, Miss.")
("Yes, it was, Miss.")

- R: (“*Aksen native speaker susah tidak?*”)
 (“What about the native speakers’ accent, was it hard for you to understand or not?”)
- S: (“*Iya, susah, tapi saya suka kok, Miss.*”)
 (“Yes, it was a little bit hard actually, but I like it, Miss.”)
- R: (“*Trus harapan ke depannya untuk pelajaran listening apa dek?*”)
 (“So, what is your expectation for listening lesson in the future?”)
- S: (“*Ya moga aja listening besok-besok pakai video aja mbak seperti tadi.*”)
 (“**Well, I hope the videos are used for the listening lesson in the future.**”)

(Interview, November 24th, 2012)

Afterwards, the bell rang. The students entered the class. Ten minutes later the lesson was ready to begin. The researcher had prepared the video to be played by LCD. She also had prepared the loudspeakers. Then, she led the prayer and gave a *Lead-In* task in the form of questions to refresh the students' mind as the following:

- 1) “Do you still remember what a *procedure* text is?”
- 2) “Can anyone mention the example of a text which is included as a *procedure* text?”
- 3) “Does anyone still remember what the generic structure of a procedure text is?”
- 4) “Well, today we would study again about a procedure text contained in the video entitled “*How to Make Banana Pancakes*”.”
- 5) “Have any of you eaten banana pancakes? Well, how did they taste?”
- 6) “Do you know the difference between banana pancakes and *apem* (some kind of food from Java)?”

Then, the researcher asked the students to watch the video entitled “*How to*

Make Banana Pancakes". The students watched the video carefully and they took some notes on the important points. The researcher played the video twice and then she started to distribute the worksheets for the students. The students worked on the tasks provided quickly. Sometimes, some of them raised questions on the task to the researcher, as can be seen on the vignette below.

Vignette 7: The Teaching and Learning Activity of the Second Meeting of

Cycle II.

One of the students stopped the researcher while she was passing him. He found a little difficulty in identifying the use of *numbers* and *expression of quantity*. He asked:

S: "Apa bahasa inggrisnya *setandan pisang*, Miss? Kan di video tadi sepertinya cuma disebutkan pisang saja. Saya bingung penggunaan diantara a *bunch of banana* atau a *bunch of bananas*?"

(**"What's the English for *setandan pisang*, Miss? Because it seemed that the video simply mentioned bananas. I'm confused between the use of a *bunch of banana* or a *bunch of bananas*?"**)

R: "Oh, itu harusnya a *bunch of bananas*, karena a *bunch* means *setandan*. Dan jumlah pisang lebih dari satu."

(**"Oh, it should be a *bunch of bananas*, because a *bunch* means *setandan*. Besides, the number of the bananas is more than one."**)

S: "Oke. Thanks, Miss."

("Okay. Thanks, Miss.")

Then, the researcher discussed the answers of the task. The students had good scores on the tasks. They could identify the ingredients of the banana pancakes and they could use proper sentences. Then, the researcher asked whether the students had trouble related to the learning of the video or not. Apparently, they had no any difficulty. The researcher commanded them to summarize the video using their own

words. She asked them to use the proper steps in explaining a *procedure* text. They must use the correct grammar as well.

The bell rang before the students could finish all of their summaries. Therefore they asked the researcher to bring the task home but they must collect their work result later. The researcher agreed and she led the prayer which ended the lesson that day.

c. Third Meeting

The last meeting was conducted on November 28th, 2012. In the last meeting of the research, the researcher decided to play a *narrative* video to deepen the students' understanding. After arriving in the classroom, the researcher prepared the LCD and set the loudspeakers to the appropriate volume, therefore, the class could hear the video better well. Then, the researcher asked the condition of the students that day and led a prayer. Afterwards, the researcher played the video which was entitled "*The Wise Chick and the Greedy Wolf*". The students paid attention to the video seriously.

After watching the video, the researcher asked the students to work on the test related to the video. To help the students to comprehend the material, the researcher explained the instructions of the tasks briefly and commanded them to ask if they found difficulties in working on the test related to the video.

At first, the students worked on the test of chapter A. It was a task consisting of open-ended questions. The students worked on the task quickly enough. Then,

after they had finished working on chapter A, the researcher collected the result of the test. Then, they were asked to work on chapter B. The chapter told them to retell the video using their own words. However, the researcher would not collect their score result of their task.

When the students had finished working on their task on chapter B (to summarize the story of the video using their own words), the researcher called on one of the students to perform the works in front of the class to retell the story they had just watched in the video. At first, the students were reluctant to perform their works in front of class. Because the researcher kept encouraging them to do so, one of them was willing to perform her work in front of the class, without bringing her note. The description of the activity goes as the following:

Vignette 8: The Teaching and Learning Activity of the Third Meeting of

Cycle II.

The researcher said: *“Okay Raras, now let's hear about the story of the video that you have summarized previously using your own words. Now, class please, listen to your friend carefully!”*. The researcher kept encouraging her to keep telling the story, even when she had difficulties to find words to express her story.

Somehow, in the middle of her performance, some students made noise and chatted with their friends. The researcher reminded them not to make noise and demanded to all of them to appreciate their friend who was still performing in front of the class. Then, the performance was carried on. This time, the class became more quite and they could listen to the story told by Raras well.

By asking the students to perform in front of class, it meant that the effort by the researcher to boost their confidence and spirit related to the listening exercise was

effective.

Some of the students were willing to perform in front of the class as well, but due to the time limit, there was only one student to perform. However, it meant that the students felt more enjoyed and they gained more confidence in the listening tasks, as can be seen from the interview transcript below.

R: (“*Kalau pelajaran listening dengan menggunakan video seperti tadi itu adik suka ngga?*”)
 (“Do you like if the listening lesson is using the video like the one that we have just done?”)
 S: (“*Suka*”)
 (“**I like it**”)
 R: (“*Kalau pakai video jadi lebih menarik ngga, yang seperti tadi dengan judul "the Wise Chick and The Greedy Wolf?"*”)
 (“If it is using the video, does it become more interesting?, like the video entitled *The Wise chicken and the Greedy Wolf?*”)
 S: (“*Iya*”)
 (“**Yes**”)

(Interview, November 28th, 2012)

At last, the researcher asked the students about their feeling during the teaching and learning process and also their difficulties related to the activity and the materials. Then, the researcher explained to them if that was the last meeting of Cycle II. The researcher told her gratitude to the students for their collaboration during the research. Before leaving the class, the researcher gave some souvenirs to the students. The students received the souvenirs happily and they also thanked researcher. Then, the researcher led the closing prayer and ended the English lesson of that day by saying good bye.

3. Reflection of Cycle II

The reflection of this cycle was based on the research instruments, including observation sheets, interview guidelines and the photographs of the teaching and learning activity. Here is the description of the reflection in Cycle II:

- a. Using videos as the main activity in the listening teaching and learning process.

The use of video was successful in every meeting. The students showed their enthusiasm every time the videos were played in the class. By the end of Cycle II, the students had already got used to the real native speakers' pronunciation and dialogues. Thus, it means that they enjoyed the teaching and learning activity which utilized videos as the main activity.

- b. The use of LCD could attract the students' attention and concentration better.

The use of LCD in every meeting was proven to boost the students' attention and enthusiasm. From the first meeting until the last meeting of the research, the class gradually became more conducive when the video was played using LCD. It happened because they paid attention to the video well.

- c. The use of the loudspeakers made the students listened to the texts and dialogues of the videos well.

The loudspeakers were successful in helping the students in comprehending the dialogues and the texts in the listening material. Thus, without going to the listening laboratory, the loudspeakers actually could replace the function of the language laboratory. This made the listening lesson' preparation shorter,

thus the researcher and the students would not waste much time before the teaching and learning activity could be started.

- d. Using the students' worksheet related to the video for each student succeeded to make them feel more interested.

The students got one worksheet for each of them. They also received blank papers to write their answer.

- e. Telling the students to perform their task results in front of the class.

In the Cycle II, the researcher had already decided to give some appreciation for the students who were willing to perform their task results in front of the class. Later, this strategy was working well because the students were more enthusiastic in doing so.

4. Findings of Cycle II

Based on the reflection above, the researcher and the English teacher agreed that the use of the video was successful on its implementation in Cycle II. Below are the descriptions of the actions:

- a. Using videos as the main activity in listening teaching and learning process was successful.

The use of the videos for was successful in every meeting. The students showed their enthusiasm every time the videos were played in the class. The students still felt interested and amused when they were watching more videos in Cycle II. When Cycle II was conducted, the students had already got used

to listen to real native speakers' pronunciation and dialogues.

- b. The use of LCD could attract the students' attention and concentration better.
- c. The use of the loudspeakers made the students listened to the texts and dialogues of the speakers in the videos better.
- d. Using the students' worksheets succeeded to make the students more interested and motivated in the teaching and learning activity of listening.
- e. Telling the students to perform their task result in front of the class.

In Cycle II, the researcher had already decided to give some appreciation for the students who were willing to perform their task result in front of the class.

Later, this strategy worked well because the students were more enthusiastic and motivated in doing so.

D. General Findings

Based on the reflection of Cycle II, there were some techniques that were quite successful. The successful techniques were the teaching of listening using authentic videos with real native speakers' pronunciation, the use of LCD, the use of loudspeakers and the use of worksheets for each student.

The following is the summary of the changes that happened before and after the implementation of the authentic videos with real native speakers' pronunciation and its accompanying actions to improve the listening skills of X.E students. The summary of the changes before and after the actions is shown in the following table.

Table 7: The Changes (Before and after the Implementation)

No.	Before the Actions Were Conducted	After the Actions Were Conducted	
		Cycle I	Cycle II
1	The students were not very interested or enthusiastic about the learning material given by the teacher.	The students felt much more interested in listening lesson in cycle I. When the videos played in class, they were more motivated in the teaching and learning activity. However, few students experienced a little difficulty to listen to the native speakers' dialogues.	The students were still interested and amused when they watched more videos in the process of teaching and learning of listening in Cycle II. When Cycle II was conducted, the students had been familiar to listen to real the native speakers' pronunciation and dialogues.
2	The students found that the native speakers' pronunciation was hard to understand	When the videos were played in the class, the student found some difficulties in understanding the native speakers' pronunciation and dialogues. However, they kept enjoying the videos so much.	In the end of Cycle II, the students listened and watched the videos easier. They enjoyed watching the videos very much and they could work on the tasks related to the videos fast and very well.

(Continued)

(Continued)

No.	Before the Actions Were Conducted	After the Actions Were Conducted	
		Cycle I	Cycle II
3	The listening process was not delivered using loudspeakers that would support the clarity of the pronunciation and vocabulary in the text.	Since Cycle I, the researcher had already used the loudspeakers which had never been done by the English teacher previously.	In Cycle II, the researcher decided to adjust the volume of the loudspeakers louder, therefore, everyone in the class could hear the video well. In this cycle, the students did not make any noise during the video-playing.
4	The listening learning in the class was never delivered through LCD or other supporting equipment.	The LCD in the classroom was used to support the clarity of the video, which in turn would make every student to see the video clearly. The use of the LCD made the students to enjoy the process of listening teaching and learning.	The students' enthusiasm was improved. In fact, they often laughed and giggled when funny pictures appeared. This signaled that they were happy in the use of the videos in the teaching and learning activity for them.
5	Sometimes, the students chatted with their friends during teaching listening activity because	In Cycle I, some of the students still did not feel motivated enough	In Cycle II, some improvements happened.

(Continued)

(Continued)

No.	Before the Actions Were Conducted	After the Actions Were Conducted	
		Cycle I	Cycle II
	they did not feel motivated enough for the teaching and learning activity of English.	and made noise, even after the researcher had already told them not to do so. Even, one of the students was seen walking around the class whilst his peers were working on the listening tasks given.	The class became more quite than in the previous cycle, especially when the videos were being played. They even worked on the tasks fast and well.
6	The teacher had stated that listening took much time for preparation, therefore, she rarely taught listening.	The teacher stated that she rarely taught listening using the modern media provided in the class, i.e. LCD.	The researcher had suggested the English teacher to find fresh and interesting learning aid, such as the videos that could be found easily on the internet. The English teacher agreed this.
7	The teacher never gave the students' worksheets which were completed with interesting pictures for the listening task to boost students' motivation and interest.	The teacher stated that she also did not give the worksheets for the students in the teaching and learning activity.	The researcher had suggested the English teacher to include pictures in the listening tasks because the pictures would make the students to work on the tasks easier. The teacher agreed on this, too.

(Continued)

(Continued)

No.	Before the Actions Were Conducted	After the Actions Were Conducted	
		Cycle I	Cycle II
8	The students who were asked to perform in front the class to present the result of their task were not ready. They did not feel confident enough to perform in front the class.	In Cycle I, there was only one student who was brave enough to perform in front of the class to perform the result of the listening task using her own words to her friends. Some of her friends even tried to discourage her whilst she was performing in front of the class.	In Cycle II, the researcher decided to use some appreciation to the students who wanted to participate in the lesson. This worked well and the students were actively involved in the teaching and learning activity in Cycle II.

E. Discussion

In this subchapter, the researcher identified the problems related to the teaching and learning process. The problems were determined from the interviews with the students and the English teacher. From the interviews, it appeared that the students did not get adequate listening exercises from the English teacher. The English teacher also rarely used the modern media for the listening process. Therefore, the listening skill was considered as an important skill by the students. The students were also unfamiliar with the listening lesson. Thus, at first, they encountered problems in the first meeting of the research.

Most of the students were not accustomed to the listening lesson which required them to listen to real native speakers' dialogues and pronunciation directly. They also found that the listening lesson was boring for them because there was no interesting media used by the English teacher. The class management did not run well. It can be seen from the beginning of the observation. The students made noise and talked to one another during the lesson. To solve the problems related to the students' listening skill and their difficulties and obstacles in learning listening, the researcher planned and implemented some actions. The action for this research was conducted in two cycles as were described in the previous chapter.

The researcher chose the videos as the teaching aid for the listening lesson. It was chosen as an effort to improve the students' listening skill of Class X.E. The videos chosen was used as the listening teaching aid, therefore, the students could get used to the real-life context dialogues involving the real native speakers. Therefore, the students could be more interested in the listening activities because they got more varied media.

The implementation of the teaching and learning process of listening using the videos in Cycle I and Cycle II were successful to improve the students' listening skill. The students were more familiar to the dialogues of the native speakers. They had higher motivation because the learning aid was more interesting and attractive for them. Besides, the students got involved in the teaching and learning activity better because they became more active and they also participated in the activity well. It can be seen when they became more enthusiastic and active whenever they were asked to

deliver the answers of their listening tasks and practices in front of the class. In addition, they could finish their listening tasks and tests faster in the Cycle II.

Then, the usage of the LCD and the loudspeakers in the classroom was also successful to improve the maximization of the listening media to support the listening process in the class. The English teacher had not used the LCD and the loudspeakers before the research was conducted. Because the teacher did not use the loudspeakers, the students did not hear the dialogues and the text of the listening exercises clearly. Thus, after the LCD and the loudspeakers were utilized in the research, the students were more motivated. They could see the video being play that was played better and they could also listen to the dialogues and texts of the listening tasks much clearer. This made the students' attention to the learning process to become higher. Then, the distribution of the students' worksheets containing the interesting pictures was also successful to help them understanding the listening tasks.

After discussing the implementation of the research, the researcher and the English teacher agreed that the students' listening skill was improved. Finally, the use of the videos and other media and the implementation of the research' steps had improved the students' listening skills.

F. The Students' Score

In this part, the researcher discusses about the tests given to the students. The result of the students' mean score in Test 1 in Cycle I and Test 2 in Cycle II is shown in the following chart.

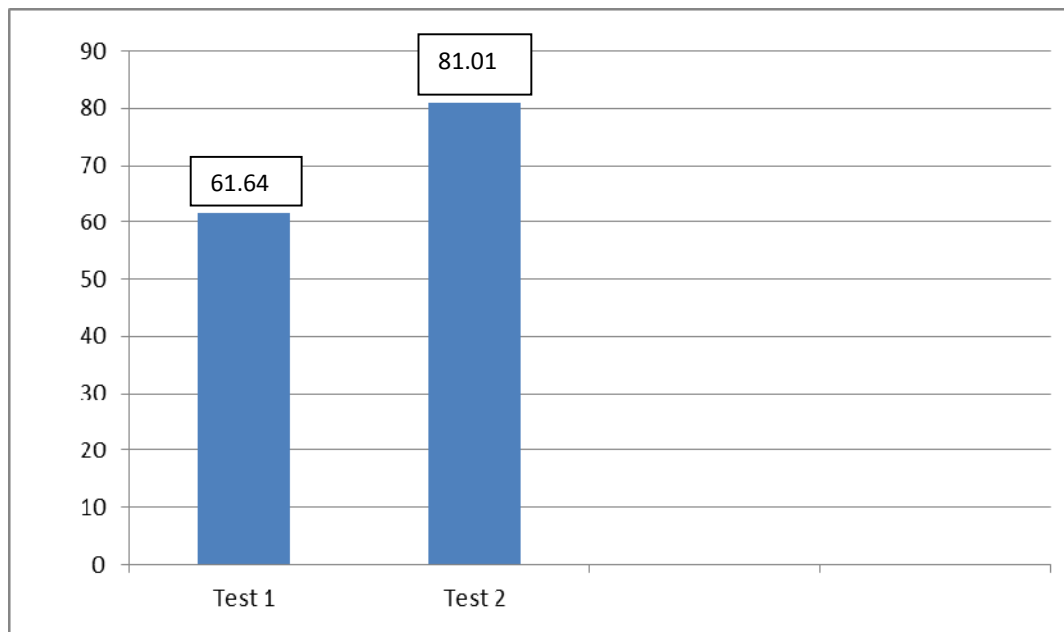


Figure 3: **The Mean Score of Test 1 in Cycle I and Test 2 in Cycle II.**

In reference to the chart above, the students' ability in the listening skill gained some improvement. The students' gain score from Test 1 to Test 2 is 19.37.

From the result, it can be concluded that the students' listening skill had improved because the mean score of the students' listening tests improved from 61.64 in Test 1 in Cycle I to become 81.01 in Test 2 in Cycle II.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The objective of this research was to improve the students' listening skill through the use of videos. This research was conducted in Class X.E of SMA N 4 Yogyakarta in late October and ended in late November 2012. The teaching and learning activity of listening which used the videos as the learning aid were implemented through two cycles i.e. Cycle I and Cycle II. After implementing the actions, it is concluded that the videos and the accompanying actions can improve the students' listening skill.

There were six videos applied in this research. The videos applied in Cycle I were "*How to Make Chinese Fried Rice*", "*The Bird and the Monkey*", "*Little Red Riding Hood*". Then, the videos applied in Cycle II were "*Cinderella*", "*How to Make Banana Pancakes*", and "*The Wise Chick and the Greedy Wolf*". Furthermore, the data were collected from the research instruments, including the observation sheets, interview guidelines and the photographs of the teaching and learning activity as well. After analyzing the data collection, the brief result of this research is presented in the following table:

Table 8: Actions, Aims and Result of the Research

No.	Actions	Aims	Results
1	Using the videos as the main activity in listening teaching and learning process.	Improving the students' listening skill and making the listening lesson to be much more interesting and attractive.	The students' listening skill was improved and the videos made the students' to feel more interested and motivated in the teaching and learning activity the listening skill.
2	The use of LCD in the in the teaching and learning activity of the listening skill.	To make the students watching the videos in the listening activity in a better and attractive way.	The use of LCD supported the teaching and learning activity of the listening skill. The students could watch the videos being played better and clearer.
3	The use of loudspeakers in the teaching and learning activity of the listening skill.	It was aimed to make the students to listen to the videos which were being played better.	The use of the loudspeakers supported the listening lessons well and the students could listen to the dialogues and texts of the videos better.
4	Using the students' worksheets	To make the students work on the tasks better after they watched the videos.	The students were interested in working the tasks and the tests in the listening activity. They worked on the tasks faster.
5	Telling the students to perform the result of their tasks in front of the class.	To make the students' participation improved.	In Cycle I there was only one student who was brave enough to perform in front of the class to deliver the result of the task. However, in the end of Cycle II, there were more than three students who performed after the researcher promised to give them a gift.

Based on the result above, it can be concluded that generally, the listening skill of the students of Class X.E of SMA N 4 Yogyakarta in the academic year of 2012/2013 was improved.

B. Implications

The implications of using the videos to improve the students' listening skill, based on this research are:

1. The use of the videos in the listening teaching and learning activity is successful. The students were more interested and motivated in joining the teaching and learning activity of the listening skill. It implies that the use of videos facilitates the teaching of the listening skill.
2. The use of LCD in the listening teaching and learning activity was successful. The use of LCD supported the listening teaching and learning activity and the students could watch the videos better. It implies that LCD should be used in teaching the listening skill.
3. The use of the loudspeakers in the listening teaching and learning activity was successful. The loudspeakers made the students listened to the listening texts and dialogues better. It implies that the loudspeakers should be used in teaching the listening skill.
4. The use of the students' worksheets was successful. The students worked on the tasks given to them faster if they received the students' worksheets. It implies that the students' worksheets should be used in teaching the listening

skill.

5. Telling the students to perform their assignment result in front of the class. In the end of the research, there were more than three students performed in front of the class to deliver the result of their task. It happened after the researcher promised to give them gifts. It implies that rewarding students can be implemented to persuade the students to be actively involved in the teaching and learning activity.

C. Suggestions

The researcher offers several suggestions for the English teachers, the students and other researchers after conducting this research. The recommendations are presented below.

1. For the English Teachers.

The result of the research shows that the use of the videos is believed to be fruitful in improving the students' listening skill. It is recommended that the English teachers can apply and explore more deeply the application of the videos in improving the students' listening skill.

2. For the Students.

The implementation of the use of the videos in the teaching and learning activity of the listening skill is useful to improve the students' listening skill. The students also became more actively participated and motivated in the listening lessons. This suggests that the students should sharpen their listening

skills using videos.

3. For Other Researchers

The researcher realizes that this research only gives an emphasis on the use of the videos to improve the students' listening skill. Thus, it is expected that other researchers can find another solutions and efforts to improve the students' listening skill. The other researchers should also become well-prepared and well-organized to conduct the similar researches, so that the research is conducted well.

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APPENDICES

APPENDIX A

OBSERVATION CHECKLIST

Observation Checklist

Pedoman Observasi

Aktifitas *researcher* selama melakukan penelitian.

1. (Observasi terhadap *researcher* secara keseluruhan)

No.	Aspek	Ya	Tidak	Komentar
1.	Teknik membuka pelajaran.			
2.	Metode yang digunakan: ~ Ceramah ~ Pemberian tugas ~ Diskusi			
3.	Penyampaian tujuan pembelajaran.			
4.	Penggunaan media.			
5.	Menciptakan suasana belajar yang menarik.			
6.	Membangkitkan minat belajar peserta didik.			
7.	Membantu kesulitan peserta didik selama pembelajaran.			
8.	Membantu peserta didik yang lambat mengikuti pelajaran.			
9.	Bersikap adil pada semua peserta didik.			
10.	Teknik mengakhiri pelajaran.			

First meeting**Date: October 29th, 2012**

No.	Aspek	SB	B	K	SK
1.	Menyapa siswa dan memperkenalkan diri. Menyatakan maksud dan tujuan datang ke SMA N 4 Yogyakarta dan tujuan ke sekolah adalah untuk penelitian.				
2.	Memperkenalkan dan menjelaskan peserta didik mengenai <i>listening to videos</i> .				
3.	Memberi penjelasan kepada peserta didik tentang apa yang harus mereka lakukan selama menulis dengan mengikuti langkah-langkah dalam <i>listening to videos</i> .				
4.	Melakukan review keseluruhan tentang video.				
5.	Melakukan interview terhadap beberapa peserta didik di saat jam istirahat.				
6.	Berterimakasih dan berpamitan pulang.				

Second meeting**Date: October 31st, 2012**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menanyakan pada siswa siapa yang absen hari ini.				
3.	Menyebutkan contoh-contoh dari narrative text yang terkenal beberapa contoh kepada peserta didik.				
4.	Memutarkan video listening secara jelas dan mencukupi kepada siswa.				
5.	Meminta siswa mengidentifikasi kata-kata yang digunakan dalam video listening tersebut.				
6.	Mengecek pekerjaan peserta didik.				
7.	Memberi kesempatan siswa untuk bertanya.				
8.	Melakukan review terhadap video yang diperlihatkan				
9.	Mengakhiri pelajaran dengan berdoa.				
10.	Melakukan interview selama jam istirahat.				

Third meeting**Date: November 7th, 2012.**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menanyakan siswa yang absen				
3.	Memutarkan video.				
4.	Meminta siswa untuk mengerjakan latihan				
5.	Mengontrol peserta didik dalam mengerjakan tugas.				
6.	Membantu peserta didik yang kesulitan.				
7.	Memberi kesempatan bagi siswa untuk bertanya.				
8.	Melakukan review terhadap video yang baru saja diputar.				
9.	Teknik mengakhiri pelajaran dengan berdoa dan mengucapkan salam penutup.				

Fourth meeting**Date: November 14th, 2012**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menanyakan siswa yang absen				
3.	Memutarkan video.				
4.	Meminta siswa untuk mengerjakan latihan				
5.	Mengontrol peserta didik dalam mengerjakan tugas.				
6.	Membantu peserta didik yang kesulitan.				
7.	Memberi kesempatan bagi siswa untuk bertanya.				
8.	Melakukan review terhadap video yang baru saja diputar.				
9.	Teknik mengakhiri pelajaran dengan berdoa dan mengucapkan salam penutup.				

Fifth meeting**Date: November 21st, 2012**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdoa'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menanyakan siswa yang absen				
3.	Memutarkan video.				
4.	Meminta siswa untuk mengerjakan latihan				
5.	Mengontrol peserta didik dalam mengerjakan tugas.				
6.	Membantu peserta didik yang kesulitan.				
7.	Memberi kesempatan bagi siswa untuk bertanya.				
8.	Melakukan review terhadap video yang baru saja diputar.				
9.	Melakukan <i>interview</i> dengan peserta didik untuk mengetahui kesulitan dan kemajuan peserta didik selama proses.				
10.	Teknik mengakhiri pelajaran dengan berdoa dan mengucapkan salam penutup				

Sixth meeting**Date: November 28th, 2012**

No.	Aspek	SB	B	K	SK
1.	Membuka pelajaran dengan terlebih dahulu menyapa peserta didik, kemudian berdo'a, mengecek kondisi dan kehadiran siswa, dan menanyakan kesiapan mereka untuk mengikuti pelajaran.				
2.	Menanyakan siswa yang absen				
3.	Memutarkan video.				
4.	Meminta siswa untuk mengerjakan latihan				
5.	Mengontrol peserta didik dalam mengerjakan tugas.				
6.	Membantu peserta didik yang kesulitan.				
7.	Memberi kesempatan bagi siswa untuk bertanya.				
8.	Melakukan review terhadap video yang baru saja diputar.				
9.	Melakukan <i>interview</i> dengan peserta didik untuk mengetahui kesulitan dan kemajuan peserta didik selama proses.				
10.	Teknik mengakhiri pelajaran dengan berdoa dan mengucapkan salam penutup				
11.	Mengucapkan terima kasih atas kerja sama seluruh siswa selama proses penelitian.				

APPENDIX B

FIELD NOTES

FIELD NOTES

Field Note 1

Monday, 22 October 2012 / 08.30 – 11.00

No	Activity
1	The researcher came to SMA N 4 Yogyakarta with fellow college who would act as the research collaborator later to ask for the school's permission to conduct a research there.
2	The researcher went to administrative room (Ruang Tata Usaha) at first. Then she met with an officer of the administrative. The officer, whose name was Pak Martono, asked the researcher and the collaborator to see the chief of the school's Public relation in the public relation office.
3	The chief of the public relation section then met the researcher. Apparently, she told that the researcher needed to see the headmistress of the school, named Dra. Hj. Bambang Rahmawati Ningsih. The researcher must wait for the research permit to be approved by the headmistress. But, unfortunately, because the headmistress was not present in the school that day, the researcher must come again next time to submit the permit from the university to conduct the research there.
4	After filling the guest book of the public relation room, the research and the collaborator left the room.
5	Before got out from the school, the researcher met the English teachers in the teachers' room. She had short conversation there with the English teachers and asked them about the observation permit and about English lesson there and the characteristics of the students in their classes. The interview gave brief description of the class and the students' condition and the obstacles and problems faced by the teachers and the students in the English learning, especially in listening.
6	Then, the researcher left the school.

Field Note 2**Tuesday, 23 October, 2012 / 07.30 – 12.00**

No.	Activity
1	The researcher came to the school at 07.30 a.m
2	The researcher met one of the schools' administrative officers again, Pak Martono. He told that the chief of the school's public relation, Mrs. Susi was present at school.
3	The researcher went to the public relation room again to see Mrs. Susi. She asked the research permit from the university. The researcher gave the permit and then she asked the researcher to wait for the school principal. The researcher must see the school principal herself and the permit latter must be acknowledged and signed by the principal.
4	The researcher must wait more than one hour because the school principal came late in the afternoon that day.
5	The researcher then entered the school's principal room. The school principal asked about the research permit and then she signed the observation and research permit.
6	The researcher must wait another day for the university permit to be processed by the school and the school also asked for the permits from Bappeda, The Regent and the Major of Yogyakarta.
7	The researcher then left school approximately at 12.00 a.m

Field Note 3**Wednesday, 24 October 2012 / 09.00 – 11.30**

No	Activity
1	The researcher came to the school at 09.00 a.m
2	The researcher came to the public relation room and met Mrs. Susi. She gave a memo to the researcher and told her that Mrs. Indarwati would be the teacher

	conducting the research with.
3	The researcher waited in the guest room to see and to have a conversation with Mrs. Indarwati, because she was teaching in the class that time.
4	Approximately at 9.30 the bell rang. The English teacher came out of the class after teaching.
5	The researcher had conversation with the English teacher in the guest room. The researcher and the English teacher discussed about the class which she taught and they also discussed about the problems and the condition of the classes. Each class has different characteristics and problems.
6	The researcher asked when she could join the class for preliminary observation. The English teacher said that the observation could be conducted next week, which meant on October 29, 2012.
7	The researcher said farewell to the English teacher and headed home.

Field Note 4

Monday, 29 October 2012 / 09.00– 13.30

No	Activity
1	The researcher arrived at school.
2	The researcher waited for the teacher and the English lesson to begin at 09.45
3	The English teacher along with the researcher headed to class X.E
4	Even though the bell had rung that time, the students were still outside the classroom. Some of them were also still buying food in the school's cafeteria nearby.
5	The English teacher told them to get in to the class and she then introduced the researcher in front of the class and told the students that the researcher would join the class that day to conduct class observation. Then, the lesson was started.

6	<p>Then, the teacher asked the students to open their regular book (the book that was almost used by them in English teaching and learning activity everyday) entitled "Developing English Competencies for SMA/MA". They discussed about recount text. For example what is the purpose of recount text, what tenses used in recount text and the generic structure of the recount text.</p> <p>Then the teacher asked what can the students learnt from the text. Some students answered, some did not answer. Some of the students did not pay attention well to the questions and simply did not have the answer for the questions. After the bell rang, signaling that the English lesson that day had ended in class X.E, or at 11.15 am, the teacher said that she would go on next and she said goodbye to the students.</p>
7	<p>The researcher and the English teacher left the class together. Then the E.T and the R discussed about the lesson and the E.T told about the listening lesson and the problems found in class, related to the media and the students. E.T and R decided to take agreement on the specific problems faced by the students in listening lesson in class X.E</p>
8	<p>R said farewell to the E.T and left the school.</p>

Field Note 5

Tuesday, 30 October 2012 / 10.00– 11.30

No	Activity
1	<p>R came to school that day to meet E.T</p>
2	<p>E.T came to the guest room and had conversation with R. they discussed again about the listening lessons, the problems of the listening lessons and the students characteristics of class X.E. They also discussed about the lesson plans for the research.</p>

3	The E.T had to teach again after the bell had rung. They separated, but not before telling R that she could conduct the research for X.E on the next day which was on Wednesday, October 31, 2012
4	R took some important notes of the teacher schedule and important events of the school to make sure that each meeting of the research would go smooth.
5	R left the school.

Field Note 6

Wednesday, 31 October 2012 / 06.30 – 11.30

No	Activity
1	R came to the school early in the morning before 07.00 a.m along with the collaborator.
2	R and C (collaborator) prepared the LCD and the load speakers before the lesson was begun. Some students were still outside the classroom.
3	E.T came at 07.00 and entered the class.
4	R introduced herself in front of the class. She explained that she would conduct a research in the class, thus, for several meetings she would be teaching in the class. Then she led the prayer and started the lesson.
5	R gave lead in. she then played the video using LCD and load speakers in front of the class.
6	The class was very quite when the video was being played. The students were very serious in watching the video themed “How to make Chinese fried rice”.
7	The C took some photographs during the lessons.
8	After playing the video for 3 times. R distributed printed sheets for the students. the printed sheets was sheets for the students to work on their tasks related to the video that they had just watched. They worked on the task and submitted the task to R.

9	The last activity was to identify the generic structure of the procedure video. When the researcher asked about the generic structure orally, the students did not know the answer. Therefore the students were asked to write their answer on a paper. They were also asked to summarize the video they had just watched in a brief description. They should at least write two or three paragraph, with some points guidance provided by the researcher. After finishing the task they collected their answer.
10	R then reviewed the lesson that day. She asked about the students' difficulties. After giving the review. R closed the lesson that day and said goodbye to the students.
11	R had brief conversation with the E.T to discuss the meeting that day. Then, the E.T went directly to other class because she had to teach again.
12	R waited until the bell rang again and then she interviewed several students for the purpose of research interviews.
13	R left the school.

Field Note 6

Wednesday, 7 November 2012 / 06.30 – 14.00

No	Activity
1	R came to the school at 06.30 a.m
2	She prepared the media needed for the teaching activity. She prepared the LCD and the loud speakers and she made sure that everything would work properly.
3	Because the bell had not rung, R decided to conduct some interviews with several students who had been sitting inside the classroom. R asked about their listening lesson, their problems and obstacles in the listening lesson and then, about the lesson of listening given by R on last week.

4	After the bell rang, the E.T arrived in the classroom and sat.
5	The collaborator took some photographs during the lesson that day.
6	R gave lead in. she then played the video using LCD and load speakers in front of the class. She played a video entitled “The Monkey and The Weaving Bird”.
7	After played the video twice and paused at some important point for the students to take notes, the students were ready to work on the task provided to be worked on individually.
8	But the students who sat in the back and some students who grouped together in the corner made some noise and chatted sometimes. Thus, some students' felt that their concentration was disturbed. But the R then told them to be quite.
8	While the students were working on their assignment, the E.T was working on the checklists provided by the R.
9	Then, R then reviewed the answer of the students. There were 20 questions to solve. She called on the students' name and asked them to state the answer of a number loudly.
10	Before the lesson that day was ended, R asked about how the students felt on the video they watched and the assignments they worked on that day. Some of them replied that it was fun and interesting, yet full of work to do, therefore they felt a little tired. Then, the bell rang and the researcher ended the class and said goodbye to the students.
11	The R waited again outside of the classroom, waiting for the bell to ring again, waiting for the students to conduct the interviews. Later on, R had finished interviewing the students about the research being held.
12	R had made the appointment that day to conduct interview and conversation again with E.T. But, because the E.T must teach again until 13.00 p.m, R must wait for the E.T again in the guest room.

13	Approximately on 13.00 p.m, E.T came to the guest room. R interviewed the E.T related to the research conducted.
14	After finishing the interview and the conversation moment, R said goodbye to the E.T and then she left school.

Field Note 7

Wednesday, 14 November 2012 / 06.30 – 13.00

No	Activity
1	R came to school at 06.30 sharp
2	She prepared the media needed for the teaching activity. She prepared the LCD and the load speakers and she made sure that everything would work properly.
3	She told the students who were still chatting and sitting outside of the classroom to get back in the class immediately because the bell was about to ring.
4	R and the collaborator checked the equipment again to make sure that everything will work well that day.
5	After the bell had rung and the students were ready to begin the lesson, R led the prayer afore.
6	R greeted the students; she checked the students' attendance and led the prayer. Then she asked if they were great.
7	Then, R played the video of "Little Red Riding Hood".
8	The Collaborator took some photographs of the students and R during the teaching and learning process.
9	The students took a good attention toward the video. The video was being played twice. They were more quite in watching the video than in the previous meeting The students of the class paid a real good attention to the video.

	Therefore, the class became very quite. Some students wanted to watch the video again. Thus, the researcher played the video once more. Unfortunately, the students who sat in the back and some students who grouped together in the corner made some noise and chatted sometimes. R came to them and warned them not to make noises.
10	After watched the video, R asked the students to work on the tasks related to the video. To help the students to comprehend the material, R explains the order of the tasks briefly and commanded them to ask if they found difficulties in working on the tasks related to the video.
11	The students worked on the assignment of chapter A. chapter A consisted of matching the pictures and brief discussion about them. The students worked on the task quickly enough. And then after they have finished working on chapter A, they were asked to work on chapter B. the chapter demanded them to retell the video using their own words.
12	When the students had finished working on their task on chapter B (to summarize the story of the video using their words), R called on one of the students to perform in front of the class to retell the story they have just watched in the video. At first, the students were reluctant to perform in front of class. But then, because R kept encouraging them to do so, one of them was willing to perform in front of the class, without bringing her note.
13	At last, the researcher asked the students about their feeling during the teaching and learning process and also their difficulties related to the activity and given materials. Then, the researcher explained the materials for the next meeting that will be conducted for the next week. The researcher then led the closing prayer and ended the lesson of that day by saying good bye.
14	R and her fellow colleague who acted as her collaborator waited outside the classroom. After the students got out for break time, some of them were interviewed by R to gain the interviews data for the research.

15	After conducted the interviews, R and the collaborator left the school.
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Field Note 8

Wednesday, November 21, 2012 / 06.30 – 11.30

No	Activity
1	R came to the school at 06.30 a.m.
2	R informed the students of class X.E if that day, in Mrs. Dwi English class, R would conduct the research there.
3	R prepared the LCD and the load speakers and adjusted the load speakers according to the needs of the students.
4	R then led a prayer and greeted the students and she checked the students' attendance.
5	The first activity that day began with watching a narrative video entitled "Cinderella". Before played the video for the class, at first, for the lead in, the R asked some brief questions to the students.
6	Then, after watching the video twice, R distributed papers contained pictures and brief discussion about the pictures related to the story of the video "Cinderella".
7	After the papers was distributed evenly for each of the students, the students started to work on their task actively. This time, R did not allow the students to open their dictionary. Even though so, they looked enthusiastic and tried to guess the vocabulary and their meanings. However, R still allowed the students to ask her if they had some difficulties in working on their task. Whilst the students working on the task, R was walking around the class to check the students' work result.
8	While working on the task R asked whether the students needed some helps to solve the questions or not. Some students said yes, pointing at number 5 and 8

	to be cause of their difficulties. Then, R and the all of the students agreed to play the video again, but this time, the video would only be played in some important points, which would give away important clues for the students to get answers required for number 5 and number 8.
9	<p>During the teaching and learning process that day, Fauzi, one of the students cried slowly, because he thought he knew the answers of the questions. He found the answers for those numbers.</p> <p>"Oh, I saw the answers, miss. I thought heard these words quite clearly!" he said. He stated that to the R.</p>
10	<p>Afterwards, R asked whether the students had finished working on their section A and B or not. Some students said yes, while some had not finished their parts yet. Responding to this, R gave them additional time approximately 10 minutes. Once, the students had stated their readiness to move on to the next section, which was to discuss the answers of the listening tasks together, R just started immediately.</p>
11	<p>R asked the spelling of each word in the answers to the students and then wrote the answers along with their spelling on the whiteboard, so that all of the students could memorize the correct spelling. R also asked to spell the words together to make sure that the students have the correct pronunciation of the words. Sometimes, if the students asked to get the pronunciation by imitating the native speakers' pronunciation directly, the researcher played again the video where the vocabulary found.</p>
12	<p>As the students did not have any more difficulties, R explained the material for the next meeting, which was still in the field of listening. The video as the learning material in the next meeting would be entitled as "How to make Banana Pancakes".</p>
13	<p>Then, R led the prayer which marked the end of the English lesson that day. She said goodbye to the students afterwards.</p>

14	R waited outside the classroom. After the students got out for break time, some of them were interviewed by R to gain the interviews data for the research.
15	After taking enough interviews with the students, R went to the teachers' room, she would like ask about the next meeting certainty because on the next Saturday, the school would be dismissed due to an important activity. Thus, the E.T suggested the R to meet other E.T who also taught English in class X.E.
16	The R waited in the guest room for the English teacher, Mrs. Dwi. Once the E.T came to R, R delivered her intention to ask for Mrs. Dwi teaching hours on Saturday, November 17, 2012. She gave permission to R and she told R that the English class on Saturdays started on 07.15. R thanked Mrs. Dwi and then she left the school.

Field Note 9

Thursday, 22 November 2012 / 06.30 – 11.30

No	Activity
1	R went to Kantor Kepatihan and Governor office to arrange the matters concerning about the research in SMA N 4 Yogyakarta.
2	R had only come to those offices for getting permission letters because R had the signatures of the concerning lecturers lately. It was due the lecturers were not available.
3	After arranging the permission letters, R delivered the permission letters to the concerning places.
4	R delivered the permission letters to SMA N 4 Yogyakarta as well.
5	The permission letters were received by the headmistress and the concerning parties in the school.

Field Note 10**Saturday, 24 November 2012 / 06.30 – 11.30**

No	Activity
1	R came early in the morning to the class in the fifth meeting.
2	Subsequently, the bell rang. The students entered the class. Ten minutes later the lesson was ready to begin. The researcher had prepared the video through the utilization of LCD and she also had prepared the speaker. She led the prayer. Then, she conducted some lead in to refresh the students' mind.
3	Then, the researcher asked the students to watch the video under the title of “How to Make Banana Pancakes”. The students watched the video carefully and they took some notes on giveaway important points. The researcher played the video twice and then she started to distribute papers containing pictures related to the video to the students. The students worked on the tasks provided quickly. Sometimes some of them raised questions related to the pictures to the researcher.
4	Then, the researcher discussed about the answers of the task. The students had good scores on the tasks. They could identify the ingredients of the banana pancakes and they could use proper sentences. Then, the researcher asked whether they had some troubles related to the video or not. They had no any difficulty. The researcher commanded them to summarize the video using their own words. She asked them to use proper steps in explaining a procedure text. They must choose correct grammar as well.
5	The bell rang before the students could finish all of their summaries. Therefore they asked the researcher to bring the task home and they would collect them later. The researcher granted their wishes. She led the prayer as the ending of the lesson that day.
6	R waited outside the classroom. After the students got out for break time, some of them were interviewed by R to gain the interviews data for the

	research.
7	R met the E.T and then she said goodbye to her and R left the school.

Field Note 11

Wednesday, 28 November 2012 / 06.30 – 13.30

No	Activity
1	The last meeting was conducted on November 28th 2012. In the last meeting of the research, the researcher decided to play narrative video
2	The researcher asked the condition of the students that day and led a prayer. Soon, the researcher played a video entitled "The Wise Chick and The Greedy Wolf". The students paid good attention and they were occupied in watching the video carefully.
3	After watching the video, the researcher asked the students to work on the tasks related to the video. To help the students to comprehend the material, the researcher explains the order of the tasks briefly and commanded them to ask if they found difficulties in working on the tasks related to the video.
4	The students worked on the assignment of chapter A. chapter A consisted of matching the pictures and brief discussion about them. The students worked on the task quickly enough. And then after they have finished working on chapter A, they were asked to work on chapter B. the chapter demanded them to retell the video using their own words.
5	First, the students still worked on the task on their paper, during working on their summary of the story they watched, some students, especially who sat in the corner made noise and they wandered off the class, teasing their friends and took a look on their friends' works. But when the researcher asked why they were doing so, they simply just gave some reason and got back on their chairs.

6	When the students had finished working on their task on chapter B (to summarize the story of the video using their words), the researcher called on one of the students to perform in front of the class to retell the story they have just watched in the video. At first, the students were reluctant to perform in front of class. But then, because the researcher kept encouraging them to do so, one of them was willing to perform in front of the class, without bringing her note.
7	At last, the researcher asked the students about their feeling during the teaching and learning process and also their difficulties related to the activity and given materials. The researcher then led the closing prayer and ended the lesson of that day by saying good bye.

Field Note 12

Wednesday, 28 November 2012 / 06.30 – 13.30

No	Activity
1	R met the headmistress in her office and thanked her for allowing R to conduct the research there.
2	R said goodbye to the headmistress.
3	R said goodbye to the teachers in the teachers' office. Then she gave a souvenir for the E.T as gratitude.
4	R left the school.

APPENDIX C

INTERVIEW GUIDELINES

Interview Guidelines

An interview with the students

1. Apakah adik senang belajar bahasa Inggris?
2. Dari keempat skill Bahasa Inggris, Reading, Speaking, Writing dan Listening mana yang paling adik rasa paling susah?
3. Apakah adik senang dengan pelajaran Listening?
4. Seberapa sering guru mengajar Listening pada adik di kelas?
5. Bagaimana metode pembelajaran listening yang sering dilakukan di kelas?
6. Media apa yang dipakai oleh guru di kelas listening?
7. Apakah adik merasa kemampuan listening adik sudah baik?
8. Apakah adik sering mengalami kesulitan dalam listening?
9. Kesulitan-kesulitan apa yang sering adik alami ketika listening?
10. Lalu bagaimana cara adik mengatasi kesulitan-kesulitan tersebut?
11. Gangguan apa yang adik alami selama proses listening di kelas?
12. Apakah adik bertanya pada guru jika ada kesulitan?
13. Apakah adik menyukai pembelajaran listening dengan menggunakan video?
14. Apakah pembelajaran listening menggunakan video membuat kelas listening lebih menyenangkan dan menarik?
15. Apakah aksen native speaker sulit untuk dimengerti?
16. Jika dimuat dalam bentuk video apa aksen native speaker tersebut jadi lebih mudah dipahami?
17. Menurut adik lebih mudah mana belajar listening dengan kegiatan pembelajaran menggunakan *video* atau dengan kegiatan pembelajaran seperti biasanya?
18. Metode dan kegiatan pembelajaran seperti apa yang diharapkan oleh adik di masa yang akan datang?

An interview with the English teacher

1. Bagaimana menurut Ibu tentang pengajaran bahasa Inggris secara keseluruhan di kelas Ibu?
2. Dari keempat skills bahasa Inggris, yang mana yang menurut Ibu paling sulit untuk dikuasai oleh siswa?
3. Seberapa sering Ibu mengajarkan listening?
4. Metode dan media apa yang Ibu gunakan dalam mengajar listening?
5. Bagaimana minat siswa dalam pelajaran listening bu?
6. Apa anak sering terlibat aktif dalam proses listening Bu?
7. Bagaimana kemampuan siswa dalam listening Bu, apakah sudah sesuai dengan harapan?
8. Masalah apa yang sering Ibu hadapi dalam mengajarkan listening kepada anak-anak Bu?
9. Bagaimana Ibu memecahkan masalah tersebut?
10. Menurut Ibu, apakah langkah-langkah dalam kegiatan listening dengan menggunakan *video* yang saya lakukan sudah berjalan dengan baik?
11. Menurut pengamatan ibu, kendala apa saja yang dihadapi baik oleh siswa maupun *researcher* dalam kegiatan pembelajaran menggunakan *video*?

APPENDIX D

INTERVIEW TRANSCRIPT

INTERVIEW TRANSCRIPTS

D: Date, T: Time, P: Place, Rp: Respondent, R: Researcher, C: Collaborator,

S: Student.

No.	Source/Date/Place	Interview Transcript
1	D : October 29 th , 2012 T : 08.35 WIB. P : Class X.E Rp : S (Ninda Rahmawati)	R : “Namanya siapa, Dek?” S : “Ninda Rahmawati.” R : “Nomor absennya?” S : “Dua puluh enam.” R : “Adik senang belajar bahasa Inggris?” S : “Seneng.” R : “Dari listening, speaking, reading, writing, yang paling susah menurut Adik yang mana?” S : “Yang writing.” R : “Senang dengan pelajaran listening gak, de?” R : “Kalau di kelas bu Indarwati sering mengajar <i>listening</i> tidak ya dek” S : “Iya, tidak sering” R : “Oh gitu, tapi menurut adek <i>listening</i> itu susah ga dek?” S : “Iya, susah mbak”. R : “Trus, kesulitannya, apa?” S : “Kalo pake orang Indonesia kan ngomongnya logatnya masih keliatan. Kalo pake video kan uda beda logatnya.” R : “Pembelajaran pake video, seneng gak?” S : “Seneng.”

		<p>R : “Pembelajaran yang kemarin pake video, susah gak?”</p> <p>S : “Susah, lumayan.”</p> <p>R : “Tapi, seneng gak?”</p> <p>S : “Seneng. “</p> <p>R : “Pembelajaran listening ke depannya, yang diharapkan seperti apa?”</p> <p>S : “Pake video gak papa.”</p> <p>R : “Trus?”</p> <p>S : “Ya yang seperti bu Indar biasa, ga papa.”</p> <p>R : “Makasih, ya de.”</p> <p>S : “Iya, mba.”</p>
2	<p>D : October 29th, 2012</p> <p>T : 08.40 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Intan Dwi Septiana)</p>	<p>R: “Siang Dek, namanya siapa?”</p> <p>S: “Intan mbak.”</p> <p>R: “Nomor absennya berapa, dek?”</p> <p>S: “Delapan belas mbak”.</p> <p>R: “Biasanya bu Indar pake media apa dek?”</p> <p>S: “Biasanya cuma pake ngomong langsung mbak.”</p> <p>R: “Jadi tidak pernah pake LCD atau speaker?”</p> <p>S: “Nggak pernah mbak.”</p> <p>R: “Tapi menurut adek pelajaran <i>listening</i> itu susah gag, dek?”</p> <p>S: “Ya susah mbak”.</p> <p>R: “Terus cara mengatasinya?”</p> <p>S: “Ya Tanya temen mbak kadang-kadang”.</p> <p>R: “Kalo Tanya Bu Indar berani ga dek?”</p> <p>S: “Ngga berani mbak, lebih sering tanya teman”.</p>

		<p>R: "He.he, jadi tidak berani Tanya Bu Indar ya?, oke, makasih ya dek".</p> <p>S: "Iya".</p>
3	<p>D : October 31st, 2012</p> <p>T : 08.40 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Imanuel Brahmasuta Dharma)</p>	<p>R : "Namanya siapa, Dek?"</p> <p>S : "Imanuel Brahmasuta Dharma."</p> <p>R : "Nomor absennya?"</p> <p>S : "Tujuh belas."</p> <p>R: "Tujuh belas. Apakah Adik senang belajar bahasa Inggris?"</p> <p>S : "Iya, senang karena bias dipergunakan di masa depan bila bias berlanjut ke luar negri apa ke mana gitu."</p> <p>R : "Jadi pengen ke Australia?"</p> <p>S : "Ya, kalo bias ke luar negeri."</p> <p>R : "Dari empat skill bahasa Inggris, listening, speaking, reading, writing, yang paling susah yang mana?"</p> <p>S : "Yang speaking kalo menurut saya."</p> <p>R : "Kalo listening, ada kesulitan tidak?"</p> <p>S : "Listening, ya agak susah sih."</p> <p>R : "Bearti susah?"</p> <p>S : "Ya, lumayan."</p> <p>R : "Guru bahasa Inggrisnya ngajar listeningnya berapa kali?"</p> <p>S : "Gak pasti, e. Yang pasti sekarang baru yang antonym dan synonym itu lo. Kalo butuhnya ya yang listening itu."</p> <p>R : "Pake video atau media lain?"</p>

		<p>S : “Pake video, kayak tadi itu lo”.</p> <p>R : “Jadi suaranya kurang”</p> <p>S : “Iya”</p> <p>R : “Tadi kesulitannya apa sih?”</p> <p>S : “Kurang jelas kata-katanya itu lo.”</p> <p>R : “Jadi mengatasinya?”</p> <p>S : “Ya, banyak belajar kosakata gitu.”</p> <p>R : “Terus gangguannya waktu belajar listening di kelas apa?”</p> <p>S : “Suara-suara yang lainlah. Kurang jelas speakernya juga bisa.”</p> <p>R : “Tadi speakernya?”</p> <p>S : “Ya, jelas. Tapi, teman-teman pada ribut</p> <p>R : Sering bertanya pada guru?”</p> <p>S : “Ya sering sih kalo berani kalo ga berani ya enggak.”</p> <p>R : “Kalo belajar listening pake video suka?”</p> <p>S : “Ya, paling suka itu kalo cuman mendengarkan ya gak ada hiburannya gitu mba.”</p> <p>R : “Kalo video tu lebih menyenangkan daripada lisan gak sih?”</p> <p>S : “Iya, mba.”</p> <p>R : “Kalo misalnya native speaker atau bule?”</p> <p>S : “Ya, susah-susah gampang mba.”</p> <p>R : “Kalo di video jadi lebih jelas, gak?”</p> <p>S : “Iya, mba. Maksudnya ada gambarnya sedang ngapain-sedang ngapain itu loh.”</p> <p>R : “Pembelajaran yang diharapkan di masa datang</p>
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		<p>apa? Kaya apa? Pake apa gitu? Video atau apa gitu?"</p> <p>S : "Pake video yang pastinya."</p> <p>R : "Oke, segitu aja de. Makasih banyak ya."</p> <p>S : "Iya, mba."</p>
4	<p>D : October 31st, 2012</p> <p>T : 08.50 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Firlian Erma Inayati)</p>	<p>R: "Pagi dek, namanya siapa ya?"</p> <p>S: "Erma mbak"</p> <p>R: "Boleh tanya-tanya ya dek"</p> <p>S: "Iya"</p> <p>R: "Seberapa sering bu guru, Bu Indar mengajar listening?"</p> <p>S: "Biasanya cuma digabungin langsung mbak sama skill lainnya."</p> <p>R: "Kalau metode pembelajaran yang paling sering dilakukan apa dik, kayak misalnya video atau pakai yang lain?"</p> <p>S: "Kalau Bu In itu hanya lisan kok mbak."</p> <p>R: "Kalau adik seneng tidak dengan metode pembelajaran pakai video seperti tadi?"</p> <p>S: "Iya, seneng mbak".</p> <p>R: "Makasih ya dek ya".</p> <p>S: "Iya mbak, sama-sama".</p>
5	<p>D : October 31st, 2012</p> <p>T : 09.30 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Maria Fransisca Nobella)</p>	<p>R: "Siapa namanya?"</p> <p>S: "Maria"</p> <p>R: "Apa yang dirasakan Maria pas video tadi dimainkan, apakah videonya menarik?"</p> <p>S: " Iya"</p> <p>R: "Apa kamu merasa ada kesulitan-kesulitan</p>

		<p>untuk memahami arti kata-kata yang diucapkan sama wanita di video tadi?”</p> <p>S: “Iya, tadi saya rasa itu susah”</p> <p>R: “Oke, tapi kamu tadi bisa mengerjakan tugas-tugasnya kan, Maria?”</p> <p>S: “Iya, tapi sedikit susah, tapi kan itu akhirnya bakal membuat kita tertantang buat dengerin vocabulary, yah kayak di film-film di rumah.”</p> <p>R: “Ha.ha, gitu ya, oke deh, makasih ya Maria”.</p> <p>S: “Iya mbak”.</p>
6	<p>D : October 31st, 2012</p> <p>T : 09.30 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Monica Tatiana Suryaningrum)</p>	<p>R: “Namanya dek?”</p> <p>S: “Monica Tatiana Suryaningrum dari kelas X.E.”</p> <p>R: “Nomor absennya dek?”</p> <p>S: “Nomor absennya dua puluh”</p> <p>R: “Adek suka bahasa inggris ga?”</p> <p>S: “Ehm lumayan”</p> <p>R: “Trus dari keempat skill bahasa inggris, speaking, listening, reading dan writing yang paling susah yang mana dek?”</p> <p>S: “Ehm speaking, eh ngga ngga, mendengarkan”</p> <p>R: “Berarti listening ya?”</p> <p>S: “Iya listening”</p> <p>R: “Trus seneng gag sebenarnya sama listening?”</p> <p>S: “Seneng banget menantang”</p> <p>R: “Jadi seneng sama lagu dan film luar?”</p> <p>S: “Kalo lagu khan ntar nyari liriknya gitu mbak”</p> <p>R: “Jadi seneng juga sama film dan video asli dari luar gitu?”</p>

		<p>S: "Ehm, iya mbak tapi pelan-pelan"</p> <p>R: "Trus kesulitannya dalam listening apa?"</p> <p>S: "Ya misalnya kalo bule kan ngomongnya cepet, jadi kadang ga ngerti maksudnya ngomong apa"</p> <p>R: Trus kalo kesulitan gimana dek?"</p> <p>S: "Ya belajar vocabulary gitu, kan kadang kadang kita tahu tulisannya tapi tidak tahu pengucapannya."</p> <p>R: "Trus seneng gag kalo metode pembelajaran pakai video?"</p> <p>S: "Ehm, seneng juga sih soalnya bisa membantu gitu, kalo misalnya orang ngomong apa gitu kan dia kelihatan gitu."</p> <p>R: "Jadi lebih gampang kalo pelajaran listening pakai video?"</p> <p>S: "Iya, lebih gampang."</p> <p>R: "Okey, makasih ya dek."</p> <p>S: "Iya sama-sama."</p>
7	<p>D : November 7th, 2012</p> <p>T : 09.30 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (RR. Parasthity Niwangsari)</p>	<p>R: "Pagi dek, diinterview dikit mau kan?"</p> <p>S: "Iya mbak, ga papa".</p> <p>R: "Oke, namanya siapa dek?"</p> <p>S: "Sari mbak".</p> <p>R: "Nomor absennya dek?"</p> <p>S: "30 mbak".</p> <p>S: " Gimana tadi dek, apa tadi video yang diputarkan sudah cukup jelas?"</p> <p>S: " Ya mbak, udah cukup jelas"</p> <p>R: "Tadi hambatannya sewaktu mendengarkan</p>

		<p>video <i>The Monkey and The Weaving Bird</i> apa, dek?"</p> <p>S: "Ya sebenarnya tadi kurang jelas sebentar-sebentar karena ada yang rame, gitu mbak."</p> <p>R; "Oh gitu, tapi tetep bisa ngerjain tugasnya khan dek?"</p> <p>S: "Iya mbak".</p> <p>R: "Bagus lah kalo begitu, jadinya tetap bisa ngerjain tugas, oke, makasih ya dek, <i>Thank you</i>".</p> <p>S: "Iya mbak".</p>
8	<p>D : November 7th, 2012</p> <p>T : 09.40 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Diah Lestari)</p>	<p>R : "Pagi, namanya siapa ya?"</p> <p>S: "Diah mbak".</p> <p>R: "Gimana tadi dek pelajarannya, ada gangguan atau kesulitan tidak?"</p> <p>S : "Ada mbak."</p> <p>R : "Terus gangguannya waktu belajar listening di kelas apa?"</p> <p>S : "Suara-suara yang lainlah."</p> <p>R : "Tadi speakernya?"</p> <p>S : "Ya, jelas. Tapi, teman-teman pada ribut."</p> <p>R : "Kalo belajar listening pake video suka?"</p> <p>S : "Ya, kalo cuman mendengarkan ya gak ada hiburannya gitu, Mbak."</p> <p>R : "Kalo video tu lebih menyenangkan daripada lisan gak sih?"</p> <p>S : "Iya, mbak."</p>
9	<p>D : November 7th, 2012</p> <p>T : 13.00 WIB.</p>	<p>R : "Selamat siang Bu"</p> <p>T: "Iya siang mbak"</p>

	<p>P : Guest Room of SMA Negeri 4 Yogyakarta. Rp : T (Mrs. An Indarwati)</p>	<p>R: “Saya tanya-tanya dikit ya Bu.” T: “Iya mbak, tidak apa-apa” R: “Kalo menurut ibu pembelajaran bahasa inggris secara keseluruhan di kelas ibu bagaimana ya bu?” T: “Kalo untuk SMA 4 itu ada dua kelas, satu kelas reguler dan satu kelas KKO. Kalo di kelas reguler itu ya enak-enak saja, tapi kalau kelas KKO itu input mereka kurang, jadi untuk mengajar ya agak kesulitan, untuk <i>make them understand</i> ya itu agak sulit. Tapi kalau untuk di kelas reguler itu ya enak saja.” R: “Lalu secara keseluruhan menurut Ibu kelas X.E itu sudah baik belum?” T: “Kalo kelas X.E itu heterogen, ada anak yang <i>active</i> tapi ada anak yang agak diem, gitu. <i>Trouble</i> makernya ada juga, ya itu karena heterogen.” R: “Apa ibu mengajar listening setiap pertemuan di kelas Bu?” T: “Ya kalau saya seperlunya saja. Ada anak yang bisa <i>listen well</i> tapi yang tidak dong juga ada.” R: “Kalo menurut Ibu apakah langkah-langkah kegiatan listening dengan video tadi sudah bagus, Bu?” T: “Iya, itu medianya cukup. Dan kalau untuk membahas video, videonya bisa dipotong-potong atau <i>di-cut</i> sehingga siswa menjadi lebih jelas.” R: “Kalau menurut ibu tadi kendala apa saja yang</p>
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		<p>dialami oleh siswa maupun researcher dalam menggunakan video?”</p> <p>T: “Kalau video itu memang lebih menarik ya, hanya mungkin bahannya tidak mudah untuk didapatkan ya atau untuk membuatnya.”</p> <p>R: “Selain itu, kendala dalam prosesnya bu, misalnya speaker yang kurang keras atau bagaimana?”</p> <p>T: “Oh ya itu, tapi saya tadi duduknya di depan jadi jelas, tapi kalau yang di belakang-belakang tadi memang ada noise sedikit. Jadi tempat duduk juga menentukan.”</p> <p>R : “Kalau tadi speed dalam video terlalu cepet tidak ya, Bu?”</p> <p>T: “Yang video tadi ya?, Saya kira yang tadi cukup jelas.”</p> <p>R: “Oh, begitu ya Bu, terima kasih atas waktunya ya bu, selamat siang Bu.”</p> <p>T: “Iya mbak, sama-sama.”</p>
10	<p>D : November 14th , 2012</p> <p>T : 09.30 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Franzesa Anggun Wijayanti)</p>	<p>R : “Namanya, Dek?”</p> <p>S : “Franzesa Anggun Wijayanti”</p> <p>R : “Nomor absennya?”</p> <p>S : “Tiga belas.”</p> <p>R : “Adik senang belajar bahasa Inggris?”</p> <p>S : “Iya, kadang-kadang.”</p> <p>R : “Kadang-kadang? Dari listening, speaking, reading, writing, yang paling susah yang mana,</p>

		<p>Dek?”</p> <p>S : “Yang listening.”</p> <p>R : “Pembelajaran listening yang paling sering itu kaya apa? Pake video atau apa?”</p> <p>S : “Kadang pake video trus kadang ibunya bacain soalnya.”</p> <p>R : “Adik sendiri ngerasa kemampuan listeningnya uda bagus atu belum?”</p> <p>S : “Belum.”</p> <p>R : “Kira-kira mau belajar lagi gak?”</p> <p>S : “Iya.”</p> <p>R : “Kesulitannya apa, Dek?”</p> <p>S : “Kadang-kadang, hmm...yang pasti tu gak tau artinya, pengucapannya, kayak gitu.”</p> <p>R : “Kalo factor dari luarnya?”</p> <p>S : “Mungkin temen-temen sering rame.”</p> <p>R : “Kalo listening yang kakak tunjukkan kaya tadi itu ade suka gak?”</p> <p>S : “Suka.”</p> <p>R : “Kalo pake video itu listening jadi menarik atau tidak?”</p> <p>S : “Iya.</p> <p>R : “Apa yang ade harapkan untuk pembelajaran selanjutnya?”</p> <p>S : “Hm...apa ya?”</p> <p>R : “Pake video atau apa?”</p> <p>S : “Pake video atau kadang-kadang pake yang biasa.”</p>
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		<p>R : “Oke, segitu aja de. Makasih banyak ya.”</p> <p>S : “Iya, mbak.”</p>
11	<p>D : November 14th, 2012</p> <p>T : 09.35 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Bonifasius Kevin Dio Yogi Damara)</p>	<p>R: “Siang dek, namanya siapa?”</p> <p>S: “Bonifasius Kevin Dio”</p> <p>R: “Nomor absen?”</p> <p>S: “Nomor 7”</p> <p>R: “Apa adik seneng sama bahasa inggris?”</p> <p>S: “Kalo seneng sih ya seneng ya mbak”</p> <p>“Kalo ketemu turis tu bisa bantuin mereka”</p> <p>R: “Oh gitu. Dari keempat skill itu yang paling kurang mana?”</p> <p>S: “Kalo aku sie speaking ya, soalnya logatnya jawa gitu, medok gitu”</p> <p>R: “Nomor dua itu grammar, grammarnya itu masih berantakan gitu lo mbak”</p> <p>S: “Kalo listening seneng ga?”</p> <p>S: “Ya seneng, tapi ga terlalu nyambung ma pikiran”</p> <p>R: “Trus metode yang sering dipake bu In dikelas pas listening apa dek?”</p> <p>S: “Biasanya orangnya speak langsung mbak.”</p> <p>R: “Trus kalo pake video jelas ga dek?”</p> <p>S: “Itu jelas tapi kadang kalo ada vocab yang belum tau kan, jadi kita ga tau.”</p> <p>R: “Trus pembelajaran listening pake video menarik ga dek?”</p> <p>S: “Menarik”</p> <p>R: “Trus aksen native speaker jelas ga dek?”</p>

		<p>S: "Oh itu kalo udah dapet dua kali jelas nangkepnya"</p> <p>R: "Trus lebih mudah belajar pake video ga?"</p> <p>S: "Kalo menurutku lebih mudah pake video mbak."</p> <p>R: "Oke, makasih ya dek"</p> <p>S: "Sama-sama."</p>
12	<p>D : November 24th, 2012</p> <p>T : 08.40 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Widya Fistiningrum)</p>	<p>R: "Namanya siapa, dek?"</p> <p>S: "Widya"</p> <p>R: "Suka pelajaran listening pakai video tadi tidak, dek?"</p> <p>S: "Suka"</p> <p>R: "Menurutmu menarik ngga, dek?"</p> <p>S: "Iya, Miss."</p> <p>R: "Aksen <i>native speaker</i> susah tidak?"</p> <p>R: "Trus harapan ke depannya untuk pelajaran listening apa dek?"</p> <p>S: "Ya moga aja listening besok-besok pakai video aja mbak seperti tadi."</p> <p>R: "He.he, iya, oke makasih ya dek."</p> <p>S: "Iya mbak".</p>
13	<p>D : November 28th, 2012</p> <p>T : 09.30 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Rika Jeng Lestari Dewi).</p>	<p>R: R: "Namanya siapa, dek?"</p> <p>S: "Rika"</p> <p>R: "Kalau pelajaran listening dengan menggunakan video seperti tadi itu adik suka ngga?"</p> <p>S: "Suka"</p> <p>R: "Kalau pakai video jadi lebih menarik ngga,</p>

		<p>yang seperti tadi dengan judul "<i>The Wise Chick and the Greedy Wolf</i>?"</p> <p>S: "Iya"</p> <p>R: "Aksen <i>native speaker</i> gampang atau susah dek?"</p> <p>S: "Hah, apa mbak?"</p> <p>R: "<i>Native speaker</i>, maksudnya pembicara yang ada di video tadi?"</p> <p>S: "Oh, itu, ya tadi lumayan bisa mengikuti, tapi kayak agak cepet juga sih mbak."</p> <p>R: "Gitu ya, trus harapan adek ke depan untuk pelajaran listening apa dek?"</p> <p>S: "Ya semoga video tetep dipakai mbak".</p> <p>R: "Oke, makasih ya dek".</p> <p>S: "Iya mbak".</p>
14	<p>D : November 28th, 2012</p> <p>T : 09.35 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Aidah Khuriatul Mujthahidah)</p>	<p>R : "Namanya siapa, Dek?"</p> <p>S : "Aidah Khuriatul Mujthahidah."</p> <p>R : "Nomor absennya?"</p> <p>S : "Satu"</p> <p>R : "Adik senang belajar bahasa Inggris?"</p> <p>S : "Waktu SMP suka tapi pas ABC-an doang."</p> <p>R : "Dari listening, speaking, reading, writing, yang paling susah menurut Adik yang mana?"</p> <p>S : "Writing sama listening."</p> <p>R : "Senang dengan pelajaran listening gak, de?"</p> <p>S : "Kalo dengerin lagu suka tapi kalo udah pake bahasa Inggris itu udah nyerahlah."</p> <p>R : "Tapi suka lagu bahasa Inggris, kan sama aja</p>

		<p>dengan listening?”</p> <p>S : “Ya, Cuma beberapa.”</p> <p>R : “Seberapa sering sih bu guru mengajarkan listening?”</p> <p>S : “Listening hampir kaya setiap hari ya.”</p> <p>R : “Metode yang paling sering pake apa?”</p> <p>S : “Pake buku sama kadang pake speaker sih.”</p> <p>R : “Udah lancar, dek?”</p> <p>S : “Belum.”</p> <p>R : “Sering kesulitan, de?”</p> <p>S : “Iya.”</p> <p>R : “Terus mengatasinya bagaimana?”</p> <p>S : “Ya, minta diulang-ulang sampe kadang bias diulang sampe lima kali.”</p> <p>R : “Kesulitannya selain itu apa de?”</p> <p>S : “Udah sih, tapi kalo tambah rame jadi gak jelas.”</p> <p>R : “Kalo belajar pake video yang kemarin tu, susah de?”</p> <p>S : “Iya.”</p> <p>R : “Pembelajaran listening ke depannya, yang diharapkan seperti apa, pake?”</p> <p>S : “Apa ya?”</p> <p>R : “Pake video, atau apa?”</p> <p>S : “Oh, iya mending pake itu.”</p> <p>R : “Oke, makasih, ya dek.”</p> <p>S : “Iya, mba.”</p>
15	D : November 28 th , 2012	R: “Pagi dek, namanya siapa dek?”

	<p>T : 09.40 WIB.</p> <p>P : Class X.E</p> <p>Rp : S (Amelya Azkiya)</p>	<p>S: “Amelia Azkiya”</p> <p>R: “Nomor absen?”</p> <p>S: “Nomor dua”</p> <p>R: “Adek seneng ga sama pelajaran bahasa inggris?”</p> <p>S: “Seneng”</p> <p>R: “Dari empat skill bahasa inggris yang paling seneng mana dek?”</p> <p>S: “Semuanya he.he”</p> <p>R: “Oke trus metode yang paling sering dipakai bu Indar waktu ngajar listening apa dek?”</p> <p>S: “Kalo listening pake buku. “</p> <p>R: “Kesulitan tidak dek?”</p> <p>S: “Iya”</p> <p>R: “Trus cara ngatasinnya?”</p> <p>S: “Ya belajar aja”</p> <p>R: “Dan gangguannya dek?”</p> <p>S: “Ya kadang konsen kadang engga”</p> <p>R: “Tanya ga ma Bu Indar kalo ada kesulitan ?”</p> <p>S: “Kadang Tanya”.</p> <p>R: “Tapi pernah dikasih video pas listening sama Bu In ga dek?”</p> <p>S: “Ngga”</p> <p>R: “Tapi aksen <i>native speakernya</i> suka ga?”</p> <p>S: “Iya”</p> <p>R: “Tapi adek lebih suka pake video ga?”</p> <p>S: “Kalo aku si lebih jelas pake video soalnya ada gambarannya mbak.”</p>
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		<p>R: "Jadi media yang diharapkan itu pake video ya dek ke depannya?"</p> <p>S: "Iya pake video, pake buku juga, jadi ada kedua-duanya."</p> <p>R: "Makasih ya dek"</p> <p>S: "Iya sama-sama mbak."</p>
16	<p>D : November 28th , 2012</p> <p>T : 09.45 WIB.</p> <p>P : Class X.E</p> <p>Rp: S (Antonius Reynaldi Yudianto)</p>	<p>R: "Selamat pagi dek, namanya siapa?"</p> <p>S: ""Saya Antonius Reynaldi Yudianto</p> <p>R: "Nomer absen?"</p> <p>S: "Empat"</p> <p>R: "Adek seneng sama pelajaran bahasa inggris tidak?"</p> <p>S: "Ya sesuai materi sih, kalo materinya enak."</p> <p>R: "Dari keempat skill dek, yang paling susah mana?"</p> <p>S: "Listening."</p> <p>R: "Tapi sebenarnya suka gag dek sama listening?"</p> <p>S: "Ya seneng sih, tapi kalo listening kan ada banyak yang mirip-mirip katanya, jadi susah."</p> <p>R: "Cara ngatasinnya dek?"</p> <p>S: "Ya sering baca kamus."</p> <p>R: "Trus Tanya ga kalo ada kesulitan ke guru?"</p> <p>S: "Ngga"</p> <p>R: "Trus kalo pelajaran listening pake video suka ga dek?"</p> <p>S: "Iya suka, lebih mudah."</p> <p>R: "Lebih menarik gitu ya dek?"</p> <p>S: "Iya"</p>

APPENDIX E

COURSE GRID

COURSE GRID

School : SMA N 4 Yogyakarta
 Subject : English
 Class : X
 Semester : 1
 Time : 3 x 45'
 Topic : Fairy tales

Standard of Competence:

Listening

2. Understanding the meanings in short functional text and simple text monologue in the genres of *recount*, *narrative*, *procedure* in daily life context.

Basic Competence:

2.2 To respond meanings in simple monologue text which use various spoken texts accurately, fluently, and appropriately in the context of daily life in the genre of *recount*, *narrative*, *procedure*.

Topic	Learning Objective	Indicators	Teaching Activities	Learning Materials				Assessment
				Text	Language Function	Grammar	Vocabulary items	
1	2	3	4	5				6
Fairy tales 1. Cinderella	At the end of the lesson, the students are able to identify narrative text and respond the meanings	1.The students are able to identify the characteristic s of narrative text.	<u>Opening activity:</u> Opening, lead-in, Introducing the topic. <ul style="list-style-type: none"> The teacher asks students' condition and 	<u>Cinderella Story</u> The transcript: Once upon a time, a rich man's wife died. So he	Function : To amuse, entertain and to deal with	Simple Past Tense Example of the sentences: <ul style="list-style-type: none"> Once upon a time, a rich man's wife <i>died</i> 	<ul style="list-style-type: none"> Ash Cinder Fairy God mother Golden shoes 	✎ Written test: The students are asked to retell the story of Cinderella using their own words! -Please retell the

<p>a Story</p> <p>Source: www.youtube.com</p>	<p>orally and written in short monologue text in the genres of narrative.</p>	<p>2.The students are able to identify detailed information in narrative text.</p> <p>3. The students are able to mention the vocabularies related to the video in the narrative text.</p> <p>4.The students are able to retell the narrative text using their own words.</p>	<p>attendance</p> <p><i>Good morning students?</i></p> <p><i>How are you today?</i></p> <ul style="list-style-type: none"> • The teacher checks students' readiness. • The teacher does warming up by asking some questions related to the topic that will be introduced. <p><i>Have you ever heard of Cinderella story?</i></p> <p><i>What happened to Cinderella?</i></p> <p><u>Main Activity</u></p> <p><i>Activity 1</i></p> <p>The teacher gives an example a video of narrative text, and then watch it together with the students. the video to be watched is Cinderella Story</p>	<p>decided to marry again, so that his lonely daughter could have a mother to care for her. But the woman he chose to marry was a proud, selfish woman, with two daughters just like herself. She did not show her true characters until after the wedding. She ordered her little daughter to work in the kitchen, while she and her daughter enjoyed themselves. When the child had done her work, she used to sit in the chimney corner among the cinders (ash). So everyone called her Cinderella. Though her clothes was so dirty and thorn yet she was far prettier than her sisters. One day the king invited them for a dance party. The sisters were very happy. They talked of nothing but they would</p>	<p>actual or various experience in different ways; Narrative s deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.</p> <p>Generic Structure:</p> <p><i>Orientati</i></p> <p><i>on:</i></p> <p>To</p>	<ul style="list-style-type: none"> ▪ One day the king <i>invited</i> them for a dance party ▪ Cinderella also <i>wanted</i> to go ▪ When the sisters <i>had</i> gone, Cinderella <i>began</i> to cry. <p><i>Formula of simple past tense:</i></p> <p>(+) S+ V2+ O</p> <p>(-) S+did+V1+O</p> <p>(?) did+S+V1+O?</p>	<ul style="list-style-type: none"> • Prince • Evil • Stepsister 	<p>story of Cinderella which you have just watched using your own words!</p> <p>With guidelines:</p> <p>-Who is Cinderella.</p> <p>-What happened after her father died.</p> <p>-Who threw the dance ball.</p> <p>-Who helped Cinderella.</p> <p>-How the Prince found Cinderella.</p> <p>-What happened to Cinderella and The Prince at the end.</p> <p>✚ The scoring rubric used is based on scoring rubric from Snipes (2006: 5)</p>
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			<p>derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied and catch the general messages from the video.</p> <p>Activity 2 After watching the video, the teacher asks the students to answer the questions related to the video. The questions consists of ten questions. The students are asked to answer the questions briefly. <i>Answer the questions about the story of Cinderella below!</i></p> <p>Activity 3 After working on</p>	<p>wear and ordered beautiful gowns. Cinderella also wanted to go. But her sisters teased her and said, would you not like to dress up in fine clothes and ride in a carriage, dance with rich young men or may be even with the prince himself?</p> <p>It was known that the prince was in search of a wife and Cinderella's stepmother had high hopes for her daughters. Soon the great day arrived. Cinderella was busy all day, dressing her sisters and combing their hair, and when the beautiful carriage arrived to take them to the ball, she arranged their dress so that they would not get shapeless on the way. When the sisters had gone, Cinderella began to cry. Suddenly, her fairy</p>	<p>introduce the participants or the characters of the story with the time and place set</p> <p>Complication: The crisis of the story.</p> <p>Resolution: it is the final series of the events which happen in the story.</p>			
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			<p>the activity 2, the teacher gives another tasks to the students. The students are asked to choose the pictures and match the pictures to the descriptions provided below.</p> <p><i>Match the pictures with the explanation based on the video you have just watched!</i></p> <p>Activity 4</p> <p>The students are asked to work on retelling the story of Cinderella based on the video using their own words. With the help of guidelines:</p> <ul style="list-style-type: none"> -Who is Cinderella? -What happen after her father died? -Who threw the dance ball? -Who helped 	<p>godmother appeared, and said why are you crying my dear? I wish I could go to the dance party, cried Cinderella. The fairy godmother said Cinderella could go. She told her to get her a pumpkin. Cinderella was puzzled. But she quickly brought the largest pumpkin that she could find. The fairy godmother used her magic wand and turned the pumpkin into a beautiful golden carriage. Cinderella was then sent to find six mice, a rat and six lizards. The fairy godmother turned the six mice into smart grey horses, the rat into a handsome coachman and the six lizards into smart footmen.</p> <p>The fairy godmother now waved her magic wand over Cinderella</p>				
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			<p>Cinderella?</p> <p>-How the Prince found Cinderella?</p> <p>-What happened to Cinderella and The Prince at the end?</p> <p><i>Please retell the story of Cinderella which you have just watched using your own words!</i></p> <p><u>Post Activity (Closing)</u></p> <p>-The teacher reviews what the students have learned in the class.</p> <p>-The teacher asks about the students' difficulties during teaching and learning process.</p> <p>-The teacher leads to pray before ending the class.</p> <p><i>Before we end the class, we pray together! Pray do!</i></p> <p>-The teacher says good bye.</p> <p><i>Goodbye, see you</i></p>	<p>and soon her dirty dress became the most beautiful dress she could ever have seen.</p> <p>Cinderella also saw that her feet now had a beautiful pair of golden slippers. The fairy godmother now told Cinderella to go immediately and leave the palace before the clock struck twelve, as the magic would end at midnight.</p>				
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			<i>tomorrow!</i>					
2. The Monkey and The Bird. Source: www.youtube.com	At the end of the lesson, the students are able to identify narrative text and respond the meanings orally and written in short monologue text in the genres of narrative.	1.The students are able to identify the characteristic s of narrative text. 2.The students are able to identify the elements of narrative text. 3.The students are able to identify detailed informat ion in narrativ e text.	<u>Pre-Activities</u> ~ The teacher greets the students. <i>Good morning students?</i> <i>How are you today?</i> ~ The teacher asks a student to lead a prayer. ~ The teacher asks students' condition and attendance. ~ The teacher checks students' readiness. ~ The teacher does warming up by asking some questions related to to the topic that will be introduced. <i>Have you ever heard of the bird</i>	The Bird and The Monkey The transcript: There was a jungle. In this jungle the weaving bird made a nice and cozy nest on the tree. It was winter time. But when the weaving birds went back to its nest, they were not feel cold. Their nest was very cozy. One day it was a very cold day. The weaving bird was sitting comfortably in her nest. On the branch below she heard the noise of someone teeth chattering. The weaving bird peeked from her nest and	<u>function</u> ∴ To amuse, entertain and to deal with actual or various experien ce in different ways; Narrativ es deal with problem atic events which lead to a crisis or turning	Simple Past Tense: ▪ There <i>was</i> a jungle ▪ One day it <i>was</i> a very cold day ▪ She <i>saw</i> a monkey sitting on the lower branch ▪ the angry monkey <i>jumped</i> from the branch he was sitting on ▪ The weaving bird <i>shivered</i> so much that she could not even <i>cried</i> . <i>Formula simple past tense:</i> (+) S+ V2+ O (-) S+did+V1+O (?) did+S+V1+O?	-weaving bird -monkey -chattering -nest -cold -scare -freezing -jungle -safety -shivering	✎ Written test: The students are asked to work on retelling the story of The bird and the monkey based on the video using their own words. With the help of guidelines: -Who are the characters of the story? -Where they lived. -The bird could build a nest. -the monkey did not have

		<p>4. The students are able to mention the vocabularies related to the video in the narrative text.</p> <p>5. The students are able to retell the narrative text using their own words.</p>	<p><i>and the monkey story?</i> <i>Is it familiar for you or you haven't heard at all, if you haven't I will play the video of this story for you.</i></p> <p><u>Main Activity</u> <u>Activity 1</u> The teacher gives an example a video of narrative text, and then watch it together with the students. the video to be watched is The monkey and the bird derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied and catch the general messages from the video.</p>	<p>looked out. She saw a monkey sitting on the lower branch. The poor monkey was shivering due to the cold. He was freezing in the cold. And because of this his teeth made that noise. The weaving bird said hey brother monkey, are you feeling cold? The weaving bird like to talk, she talked to the monkey. The monkey thought the weaving bird was mocking at her. And so the monkey bared his teeth. And tried to scare her. The weaving bird was sitting in her nest. She did not get scare of the monkey. She said like this, brother monkey don't try to scare me like this. I have the habit of speaking the truth. Brother monkey was very angry. He looked at the weaving</p>	<p>point of some kind, which in turn finds 2 resolution.</p> <p><u>Generic Structure:</u> <u>Orienta</u> <u>tion:</u> To introduce the participants or the characters of the story with the time and place set <u>Complication:</u> The crisis of the story.</p>		<p>a nest and felt cold. -The bird was the conceited one and bothered the monkey. -The monkey then jumped off the branch and broke the nest of the bird.</p> <p>✚ The scoring rubric used is based on scoring rubric from Snipes (2006: 5)</p>
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			<p>Activity 2 After watching the video, the teacher asks the students to answer the questions related to the video. The questions consists of six questions. The students are asked to answer the questions briefly. <i>Answer the questions about the story of The Bird and The Monkey below.</i></p> <p>Activity 3 After working on the activity 2, the teacher gives another tasks to the students. The students are asked to choose the pictures and match the pictures to the descriptions provided below. <i>Match the pictures with the explanation based</i></p>	<p>bird face. Who was sitting at her nest, the weaving bird thought the monkey like to hearing. So she continued talking. She said lord has given us hands and legs, and look, we made such as comfortable and cozy nest without our hands, but you are sitting outside and freezing and look at us, we are sitting in a such warm nest to live in. right now the monkey was very angry to the weaving bird, he could not control his anger anymore. The weaving bird continued to babble away. She said if the cold is troubling us so much, then why didn't you build a house? You look like just a man, but you have no brave to build a house? Why didn't</p>	<p>Resoluti onit is the final series of the events which happen in the story.</p>			
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			<p><i>on the video you have just watched!</i></p> <p>Activity 4</p> <p>The teacher asks the students to choose the statements provided whether the statements are correct or false. The statements are fifteen.</p> <p><i>Answer the questions based on the video you watched by stating True or False</i></p> <p>Activity 5</p> <p>The students are asked to work on retelling the story of The bird and the monkey based on the video using their own words. With the help of guidelines:</p> <ul style="list-style-type: none"> • Who are the characters of the story? • Where they lived. • The bird could 	<p>you build of your own safety, if you build a house then it will save you from the heat, rain, and cold, the weaving bird sentences wasn't completed, the angry monkey jumped from the branch he was sitting on, to the branch where the weaving bird had its nest, in a second he threw out the weaving bird nest into the ground, he then broke it and threw it away.</p> <p>The poor weaving bird was shivering in the cold; the chill in the air was freezing her. The weaving bird shivered so much that she could not even cried.</p>				
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			<p>build a nest.</p> <ul style="list-style-type: none"> • The monkey did not have a nest and felt cold. • The bird was the conceited one and bothered the monkey. • The monkey then jumped off the branch and broke the nest of the bird. <p><i>Please retell the story of The Bird and The Monkey which you have just watched using your own words!</i></p> <p><u>Post Activity</u> <u>(Closing)</u></p> <p>a. The teacher reviews what the students have learned in the class.</p> <p>b. The teacher asks about the students' difficulties during teaching and</p>					
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			<p>learning process.</p> <p>c. The teacher leads to pray before ending the class.</p> <p><i>Before we end the class, we pray together! Pray do!</i></p> <p>d. The teacher says good bye.</p> <p><i>Goodbye, see you tomorrow!</i></p>					
<p>3. The Wise Chick and The Greedy Wolf.</p> <p>Source: www.youtube.com</p>	<p>At the end of the lesson, the students are able to identify narrative text and respond the meanings orally and written in short monologue text in the genres of narrative</p>	<p>1.The students are able to identify the characteristics of narrative text.</p> <p>2.The students are able to identify the elements of narrative text.</p> <p>3. The students are able to identify</p>	<p><u>Pre-Activities</u></p> <p>~ The teacher greets the students.</p> <p><i>Good morning students?</i></p> <p><i>How are you today?</i></p> <p>~ The teacher asks a student to lead a prayer.</p> <p>~ The teacher asks students' condition and attendance.</p> <p>~ The teacher checks students' readiness.</p> <p>~ The teacher does warming up by</p>	<p>The video transcript: That's a small jungle. Many animals used to live in that small jungle. There's a small hut where dinu, a small chick used to live with his mother. Dinu was very pretty and he learnt everything from his mother. He is very clever. His mother used to go for work every day in the morning and return in the evening. One fine morning, as usual, his mother left for work, dinu was all alone in</p>	<p><u>function</u></p> <p>∴ To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events</p>	<p>Simple Past Tense:</p> <ul style="list-style-type: none"> ▪ Many animals <i>used</i> to live in that small jungle. ▪ His mother <i>used</i> to go for work every day in the morning and return in the evening ▪ One fine morning, as usual, his mother <i>left</i> for work, Dinu was all alone in hut. ▪ Then dinu <i>heard</i> that someone knocking the door 	<p>-jungle -hut -greedy -wolf -clever -wise -alas -brave -hazard</p>	<p>✎ Written test:</p> <p>The students are asked to work on retelling the story of The wise chick and the greedy wolf based on the video using their own words. With the help of guidelines:</p> <p>- Who are the</p>

		<p>detailed information in narrative text.</p> <p>4.The students are able to mention the vocabularies related to the video in the narrative text.</p> <p>5.The students are able to retell the narrative text using their own words.</p>	<p>asking some questions related to the topic that will be introduced.</p> <p><i>Have you ever heard of the chicken and the wolf story?</i></p> <p><i>What do you think will happen to the characters of the story?</i></p> <p><i>Who do you think is the bad one?</i></p> <p><u>Main Activity</u></p> <p><u>Activity 1</u></p> <p>The teacher gives an example a video of narrative text, and then watch it together with the students. the video to be watched is The Wise Chick and The Greedy Wolf, derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the</p>	<p>hut. Then dinu heard that someone knocking the door. It was a wolf, Calmono.</p> <p>Who is it?</p> <p>Open up, I'm your uncle, Mono; I want to see you my little chick. Uh uncle I know everything about you. My mother always tells me about you, then what, open the door?</p> <p>Okay uncle. Today is Monday. Today I'm having a dish day for a week. But uncle before I hear story, I want to leave my gold chain and see myself in the mirror. I have to get the mirror from my father. All right dinu, I'll wait here, do it quickly.</p> <p>After few minutes,</p> <p>My little dinu, is your make up completed? Uncle I'm here, what are you doing there? Come</p>	<p>which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.</p> <p><u>Generic Structure:</u></p> <p><u>Orienta</u></p> <p><u>tion:</u></p> <p>To introduce the participants or the characters of the story with the time and place set</p>	<p><i>Formula simple past tense:</i></p> <p>(+) S+ V2+ O</p> <p>(-) S+did+V1+O</p> <p>(?) did+S+V1+O?</p>	<p>characters of the story?</p> <p>(Dinu, the mother, and wolf)</p> <p>-Where Dinu and the mother lived</p> <p>-What dinu's mother did everyday.</p> <p>-Who suddenly came to Dinu's hut.</p> <p>-What Dinu did to avoid to be eaten by the Wolf.</p> <p>-What happened in the end.</p> <p>■ The scoring rubric used is based on scoring rubric from Snipes</p>
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			<p>students fully satisfied and catch the general messages from the video.</p> <p>Activity 2 After watching the video, the teacher asks the students to answer the questions related to the video. The questions consists of ten questions. The students are asked to answer the questions briefly. <i>Answer the questions about the story of The Wise Chicken and Greedy Wolf below.</i></p> <p>Activity 3 After working on the activity 2, the teacher gives another tasks to the students. The students are asked</p>	<p>down. Oh my poor uncle, it's time for lion to come here. Alas, I should escape from here quickly, when din's mother heard what have happened, she was proud of her clever and brave son. Therefore, if you're wise and brave you can protect yourself from any type of hazard.</p>	<p>Complication: The crisis of the story. Resolution: is the final series of the events which happen in the story.</p>		(2006: 5)
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to choose the pictures and match the pictures to the descriptions provided below. There are six questions.
Match the pictures with the explanation based on the video you have just watched!

Activity 4

The students are asked to work on retelling the story of based on the video of The Wise Chick and The Greedy Wolf using their own words. With the help of guidelines:
 -Who are the characters of the story?
 (Dinu, the mother, and wolf)
 -Where Dinu and the mother lived
 -What dinu's

			<p>mother did everyday.</p> <p>-Who suddenly came to Dinu's hut.</p> <p>-What Dinu did to avoid to be eaten by the Wolf.</p> <p>-What happened in the end.</p> <p><i>Please retell the story of The Wise Chicken and Greedy Wolf which you have just watched using your own words.</i></p> <p><u>Post Activity</u> <u>(Closing)</u></p> <p>-The teacher reviews what the students have learned in the class.</p> <p>-The teacher asks about the students' difficulties during teaching and learning process.</p> <p>-The teacher leads to pray before ending the class.</p> <p><i>Before we end the</i></p>					
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			<p><i>class, we pray together! Pray do!</i></p> <p>-The teacher says good bye.</p> <p><i>Goodbye, see you tomorrow!</i></p>					
<p>4. Little Red Riding Hood</p> <p>Source: www.youtube.com</p>	<p>At the end of the lesson, the students are able to identify narrative text and respond the meanings orally and written in short monologue text in the genres of narrative</p>	<p>1.The students are able to identify the characteristic s of narrative text.</p> <p>2.The students are able to identify the elements of narrative text.</p> <p>3. The students are able to identify detailed information in narrative text.</p> <p>4.The</p>	<p><u>Pre-Activities</u></p> <p>~ The teacher greets the students.</p> <p><i>Good morning students?</i></p> <p><i>How are you today?</i></p> <p>~ The teacher asks a student to lead a prayer.</p> <p>~ The teacher asks students' condition and attendance.</p> <p>~ The teacher checks students' readiness.</p> <p>~ The teacher does warming up by asking some questions related to the topic that will be introduced.</p> <p><i>Have you ever heard of Little</i></p>	<p>Little Red Riding Hood</p> <p>The transcript:</p> <p>Once upon a time, there was a little who lived in village in the edge of a forest.</p> <p>Wherever she went she always wore her bright red cloak. So the villagers call her little red riding hood. One day little red riding hood asked her mother if she could go and visit her grandma, her mother said she could. And gave little riding hood a basket of freshly baked bread to take with her. Remember to go straight to grandmother's house, said her mother</p>	<p><u>function</u></p> <p>∴ To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of</p>	<p>Simple Past Tense</p> <p>- Once upon a time, there <i>was</i> a little who <i>lived</i> in village in the edge of a forest.</p> <p><i>Formula simple past tense:</i> (+) S+ V2+ O (-) S+did+V1+O (?) did+S+V1+O?</p>	<p>-wolf -wood cutter - little -forest - edge - village -grandma - teeth</p>	<p>✎ Written test:</p> <p>The students are asked to work on retelling the story of The wise chick and the greedy wolf based on the video using their own words. With the help of guidelines:</p> <p>-Who is Little Red Riding Hood. -Who helped Little Red Riding Hood.</p>

		<p>students are able to mention the vocabularies related to the video in the narrative text.</p> <p>5.The students are able to retell the narrative text using their own words.</p>	<p><i>Red Riding Hood Story?</i> <i>What do you think will happen to the characters of the story?</i> <i>Who do you think is the bad one?</i></p> <p><u>Main Activity</u> <u>Activity 1</u> The teacher gives an example a video of narrative text, and then watch it together with the students. the video to be watched is The Wise Chick and The Greedy Wolf, derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied and catch the general messages from the video.</p>	<p>Please do not wander off the path and most importantly do not talk to any stranger. I will mommy I promise. Said little riding hood. And she kissed her mother and went on her way. As little red riding hood was walking through the forest, she found a beautiful patch of white flowers. She decided that she would pick some for her grandma, completely forgetting her promise to her mother. She sat awhile day dreaming among the flowers and watching the butterflies. In fact she was enjoying the summer day so much that she didn't notice a big black shadow creeping up behind her. All of sudden a wolf appear beside her. And in his most</p>	<p>some kind, which in turn finds 2 resolution.</p> <p><u>Generic Structure:</u> <u>Orienta</u> <u>tion:</u> To introduce the participants or the characters of the story with the time and place set <u>Complication:</u> The crisis of the</p>		<p>-How the Wood cutter met Little Red Riding Hood. -What happened to Little Red Riding Hood and Wood cutter at the end</p> <p>✚ The scoring rubric used is based on scoring rubric from Snipes (2006: 5)</p>
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			<p>Activity 2 After watching the video, the teacher asks the students to answer the questions related to the video. The questions consists of ten questions. The students are asked to answer the questions briefly. <i>Answer the questions about the story of Little Red Riding Hood below.</i></p> <p>Activity 3 After working on the activity 2, the teacher gives another tasks to the students. The students are asked to choose the pictures and match the pictures to the descriptions provided below. There are six questions.</p>	<p>friendly voice, he said where are going all by yourself little girl? I'm on my way to see grandma and imp in terrible hurry said little red riding hood. And she ran down the path to grandma's house. But the wolf was sneaky, and he knew the forest well. So he took a short cut. When the wolf arrived at grandma's house, he knocked lightly on the door. And grandma voice remind said goodness come in child I was beginning to worry you ve been such a long time. As quick as a flash the wolf burst through the door. And swallowed grandma whole, pleased with himself, and quite full he put on one of grandma's pretty mantice and her sleeping hat, a few</p>	<p>story. Resoluti onit is the final series of the events which happen in the story.</p>		
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			<p><i>Match the pictures with the explanation based on the video you have just watched!</i></p> <p>Activity 4</p> <p>The students are asked to work on retelling the story of based on the video of The Wise Chick and The Greedy Wolf using their own words. With the help of guidelines:</p> <ul style="list-style-type: none"> -Who is Little Red Riding Hood. -Who helped Little Red Riding Hood. -How the Wood cutter met Little Red Riding Hood. -What happened to Little Red Riding Hood and Wood cutter at the end. <p><u>Post Activity</u></p>	<p>minutes pass and there was a knock on the door the wolf lied in the bed and pull up the covers up to his pointy nose. Who is it?</p> <p>He said in the sweetest voice he could manage, it's me grandma little red riding hood. And he replied how wonderful my dear, do come in, said the wolf, when little red riding hood went into the house, she could hardly recognize her grandma, grandma whatever is the matter, your voice has changed, she said Well I have a bit of a cold, my dear. Said the wolf, pleased with his own craftiness. But grandma what big ears you have, said little red riding hood, as she walk closer to the bed,</p>				
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			<p><u>(Closing)</u></p> <p>-The teacher reviews what the students have learned in the class.</p> <p>-The teacher asks about the students' difficulties during teaching and learning process.</p> <p>-The teacher leads to pray before ending the class.</p> <p><i>Before we end the class, we pray together! Pray do!</i></p> <p>-The teacher says good bye.</p> <p><i>Goodbye, see you tomorrow!</i></p>	<p>All the better you wait my dear cried the wolf. But grandma what big ears you have, said little red riding hood. All the better just to see you wait my dear, with the lightest sneaky wolf, But grandma what big teeth you have, said little red riding hood, her voice shaking, all the better eat you my dear, snarl the wolf, as he out of the bed to chase little red riding hood, realizing this is not her grandma but a terrible wolf, little red riding hood went out to the front door, into the forest shouting help, wolf, a wood cutter who was chopping blogs nearby heard little red riding cried and ran towards her. Just as the wolf was about to pass, the wood cutter took a giant leap and crack</p>				
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				<p>the wolf, the wolf was so surprised, that he gave a mighty cough, and out grandma, she was a little shaken and slightly smelly but she wasn't hurt at all, little red riding hood was so happy</p> <p>I won't wonder in the forest anymore, I will never talk to a stranger again, she said. The woodcutter bashed the mean wolf on the head and sent him to the forest, with a warning never to return, little red riding hood then had a lovely afternoon with her grandma and they all live happily ever after.</p>				
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COURSE GRID

School : SMA N 4 Yogyakarta
 Subject : English
 Class : X
 Semester : 1
 Time : 3 x 45'
 Topic : How to cook something.

Standard of Competence:

Listening

2. Understanding the meanings in short functional text and simple text monologue in the genres of *recount*, *narrative*, *procedure* in daily life context.

Basic Competence:

2.2 To respond meanings in simple monologue text which use various spoken texts accurately, fluently, and appropriately in the context of daily life in the genre of *recount*, *narrative*, *procedure*.

Topic	Learning Objective	Indicators	Teaching Activities	Learning Materials				Assessment
				Text	Language Function	Grammar	Vocabulary items	
1	2	3	4	5				6
How to Cook Something 1. How to make Chinese Fried Rice	At the end of the lesson, the students are able to identify procedure text and	1. The students are able to identify the characteristics of procedure text. 2. The	<u>Pre-Activities</u> ~ The teacher greets the students. <i>Good morning students?</i> <i>How are you today?</i> ~ The teacher asks a student to lead a prayer.	How to make Chinese Fried Rice The transcript: Hay it's the frugal chef,	<u>function:</u> a text to describe how to make or doing something	Simple Present Tense ▪ I <i>have</i> about 2 tbs of peanut oil in here, and <i>it's</i> getting really hot.	-Chinese -Onion -Garlic -Eggs -Peanut Oil -Rice	✎ Written test: The students are asked to retell the steps of how to make Chinese fried rice.

<p>Source: www.youtube.com</p>	<p>respond the meanings orally and written in short monologue text in the genres of procedure.</p>	<p>students are able to identify the elements of procedure text. 3. The students are able to identify detailed information in procedure text. 4. The students are able to mention the vocabularies related to the video in the procedure text. 5. The students are able to retell the procedure text using their own words.</p>	<p>~ The teacher asks students' condition and attendance. ~ The teacher checks students' readiness. ~ The teacher does warming up by asking some questions related to the topic that will be introduced. <i>Have you ever tried to cook something?</i> <i>What have you cooked by yourself?</i> <i>Do you know how to make fried rice?</i></p> <p><u>Main Activity</u> <u>Activity 1</u> The teacher gives an example a video of procedure text, and then watch it together with the students. the video to be watched is How to Make Chinese Fried Rice, derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied</p>	<p>We have some rice left over from last night. They want to make fried rice. Lets make some. How to make fried rice. I have about 2 tbs of peanut oil in here, and its getting really hot. And that's what I want. So to this am gonna add 1 tsp minced ginger, 2 garlic cloves, and about half of very finely chopped onion. Im also gonna add three scallions which I chopped. Im gonna let its cooked until its</p>	<p><u>Generic structure:</u> 1. Goal/Aim (Tujuan) 2. Materials (Bahan-bahan) 3. Steps/Methods (Langkah-langkah)</p>	<p>▪ And <i>that's</i> what I <i>want</i> ▪ <i>I'm gonna</i> let its cooked until its fragrance. ▪ Make that a little well. <i>I'm gonna</i> put an egg right there. Let it set for a few second. ▪ Our fried rice <i>is ready</i>.</p> <p><i>Formula of simple present tense:</i> (+) S+ V1+ O (-) S+do/does+V1+O (?) do/does +S+V1+O?</p>	<p>-Scallion -Frugal</p>	<p>-what is the chef about to cook in the video -the ingredients used to make Chinese fried rice (for example: scallion, peanut oil, rice,etc.) -the steps to make Chinese Fried Rice.</p> <p>The scoring rubric used is based on scoring rubric from Snipes (2006: 5)</p>
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			<p>and catch the general messages from the video.</p> <p>Activity 2 After watching the video, the teacher asks the students to answer the questions related to the video. The teacher asks the student to take a look at the pictures provided and then asks them to name the pictures and choose the pictures which are required to make Chinese fried rice according to the video. There are 17 questions.</p> <p><i>Take a look at the pictures below!</i> <i>Name all of pictures!</i></p> <p>Activity 3 The teacher asks the student to answer the questions related of how to make Chinese fried rice according to the video. There are 5 questions.</p>	<p>fragrance. And onion starts browning. Okay so, 4 minutes to it, its started to brown, im gonna add half cup of peas, and about two cups of cooked rice, mix that well, we are gonna add 1 ½ spoon of soy sauce, make sure you</p> <p>If you have some clumps, you know, work through that, You could add some meat, pork ,ham, Chinese, beef, but we have to keep it simple today. Make that a little well. Im gonna put an egg right</p>				
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			<p><i>Answer the following questions!</i></p> <p>Activity 4 The teacher asks the student to arrange the jumbled sentences of how to make Chinese fried rice based on the video. There are 10 jumbled sentences. <i>Arrange the jumbled sentences into correct order!</i></p> <p>Activity 5 The students are asked to work on retelling the story of based on the video of How to Make Chinese Fried Rice using their own words. With the help of guidelines: -What is the chef about to cook in the video. -The ingredients used to make the Chinese Fried Rice. (for example: scallion, peanut oil, rice, etc.) -The steps to make</p>	<p>there. Let it set for a few second. And im gonna start scrambling my egg, and now before its completely set, im gonna mix it with my rice. Our fried rice is ready. Bon appetite from frugal chef. Com, Make sure you come and visit us We have all kinds of recipes in video form. Eat well my friend or im going broken, see you soon.</p>				
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			<p>Chinese Fried Rice. <i>Retell the video that you have just watched using your own words!</i></p> <p><u>Post Activity (Closing)</u> -The teacher reviews what the students have learned in the class. -The teacher asks about the students' difficulties during teaching and learning process. -The teacher leads to pray before ending the class. <i>Before we end the class, we pray together! Pray do!</i> -The teacher says good bye. <i>Goodbye, see you tomorrow!</i></p>					
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<p>2. How to Make Banana Pancakes Source: www.youtube.com</p>	<p>At the end of the lesson, the students are able to identify procedure text and respond the meanings orally and written in short monologue text in the genres of procedure.</p>	<p>1. The students are able to identify the characteristics of procedure text. 2. The students are able to identify the elements of procedure text. 3. The students are able to identify detailed information in procedure text. 4. The students are able to mention the vocabularies related to the video in the procedure text. 5. The students are able to retell the procedure text using their own words.</p>	<p><u>Pre-Activities</u> -The teacher greets the students. <i>Good morning students?</i> <i>How are you today?</i> -The teacher asks a student to lead a prayer. -The teacher asks students' condition and attendance. -The teacher checks students' readiness. -The teacher does warming up by asking some questions related to the topic that will be introduced. <i>Have you ever tried to cook something?</i> <i>What have you cooked by yourself?</i> <i>Have you ever eaten banana pancakes?</i> <i>Do you know how to make banana pancakes?</i> <u>1. Main Activity</u> Activity I The teacher gives an</p>	<p>How to make banana Pancakes The transcript: Daddy, Daddy wake up and make us banana pancakes. Chef's works never done.... Ahh, that's better, hay I'm chef chef Jason hill. Today, And let's make some banana pancakes. Here's our recipe. I cup all purposes flour. 1 cup whole wheat flour. The baking soda, 1 teaspoon of salt,</p>	<p><u>function:</u> a text to describe how to make or doing something <u>Generic structure:</u> 1. Goal/Aim (Tujuan) 2. Materials (Bahan-bahan) 3. Steps/Methods (Langkah-langkah)</p>	<p>Simple Present Tense -Ahh, <i>that's</i> better, hay I'm chef chef Jason hill. -<i>Here's</i> our recipe. -then I dice banana to small pieces, -I like <i>to garnish</i> with whipped cream, fresh strawberries, everyone <i>knows</i> strawberries and banana <i>go well</i> together. <i>Formula of simple present tense:</i> (+) S+ V1+ O (-) S+do/does+V1+O (?) do/does +S+V1+O?</p>	<p>-Banana -pancakes -whipped cream -dice -pieces -whole wheat flour -mixture -batter -syrup -garnish</p>	<p>✎ Written test: The students are asked to retell the steps of how to make banana pancakes. Retell the video that you have just watched using your own words! Guidelines: -what is the chef about to cook in the video. --the ingredients used to make banana pancakes. (for example: banana, milk, flour, sugar, etc.) -the steps to make banana</p>
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			<p>example a video of procedure text, and then watch it together with the students. the video to be watched is How to Make Banana Pancakes, derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied and catch the general messages from the video.</p> <p>Activity 2 After watching the video, the teacher asks the students to answer the questions related to the video. The teacher asks the student to take a look at the pictures provided and then asks them to name the pictures and choose the pictures which are required to make Chinese fried rice according to the video. There are 7 questions.</p>	<p>2 teaspoons of baking powder, 2 tablespoons of sugar, ½ teaspoon of pumpkin pie spice, next, we have two cups of milk, ¼ cup of vegetable oil, 2 eggs, and then I dice banana to small pieces, some people like to smash banana into the batter, but I prefer to have banana pieces all, add the banana into your pancakes mix, and mixture it to the batter, after I fold the banana pieces in to the batter, id like to let it sit for about fifteen</p>				<p>pancakes.</p> <p>✚ The scoring rubric used is based on scoring rubric from Snipes (2006: 5)</p>
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			<p><i>Take a look at the pictures below! Name all of pictures!</i></p> <p>Activity 3 The teacher asks the student to answer the questions related of how to make How to Make Banana Pancakes according to the video. There are 5 questions. <i>Answer the following questions!</i></p> <p>Activity 4 The teacher asks the student to arrange the jumbled sentences based on the video. There are 10 jumbled sentences. <i>Arrange the jumbled sentences into correct order!</i></p> <p>Activity 5 The students are asked to work on retelling the story of based on the video of How to Make Banana Pancakes using</p>	<p>minutes so the flavor would collaborate into the batter, pre heat pan on medium, for about 3 minutes,</p> <p>For 1 pancake I use half a cup of batter, after about a minute and a half, let's start to flip the pancake, serve it to a serve plate, I like to garnish with whipped cream, fresh strawberries, everyone knows strawberries and banana go well together. And pour real maple syrup; is it a great way to start your day or</p>				
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			<p>their own words. With the help of guidelines:</p> <ul style="list-style-type: none"> -What is the chef about to cook in the video. -The ingredients used to make Banana Pancakes. (for example: banana, milk, flour, sugar etc.) -The steps to make Banana Pancakes. <p><i>Retell the video that you have just watched using your own words!</i></p> <p>2. <u>Post Activity(Closing)</u></p> <ul style="list-style-type: none"> -The teacher reviews what the students have learned in the class. -The teacher asks about the students' difficulties during teaching and learning process. -The teacher leads to pray before ending the class. <p><u>Post Activity (Closing)</u></p> <ul style="list-style-type: none"> -The teacher reviews 	what?				
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			<p>what the students have learned in the class.</p> <p>-The teacher asks about the students' difficulties during teaching and learning process.</p> <p>-The teacher leads to pray before ending the class.</p> <p><i>Before we end the class, we pray together! Pray do!</i></p> <p>-The teacher says good bye.</p> <p><i>Goodbye, see you tomorrow!</i></p>					
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APPENDIX F

LESSON PLAN

LESSON PLAN

A. IDENTITY

School	: SMA Negeri 4 Yogyakarta
School subject	: English
Grade / Semester	: X / I
Text Type	: Spoken text of Procedure
Topic	: How to Cook Something
Skill	: Listening
Time Allocation	: 1 X 45 minute

B. Standard of Competence:

2. Understanding the meanings in short functional text and simple text monologue in the genres of *recount*, *narrative*, *procedure* in daily life context.

C. Basic Competence:

- 2.2 To respond meanings in simple monologue text which use various spoken texts accurately, fluently, and appropriately in the context of daily life in the genre of *recount*, *narrative*, *procedure*.

D. Indicators:

1. The students are able to identify the characteristics of procedure text.
2. The students are able to identify the elements of procedure text.
3. The students are able to identify detailed information in procedure text.
4. The students are able to mention the vocabularies related to the video in the procedure text.
5. The students are able to retell the procedure text using their own words.

E. Learning Objective

At the end of the lesson, the students are able to identify procedure text and respond the meanings orally and written in short monologue text in the genres of procedure.

F. Learning Materials

○ Genre of text: Procedure

Short functional text in the genre of procedure.

○ Social function:

It is a text to describe how to make or doing something

○ Generic structure:

1. Goal/Aim (Tujuan)

2. Materials (Bahan-bahan)

3. Steps/Methods (Langkah-langkah)

○ The relevant vocabulary with theme and text:

- Chinese
- Onion
- Garlic
- Eggs
- Peanut Oil
- Rice
- Scallion
- Chinese

Input video: a procedure video of “How to make Chinese fried rice”, with run time of 02:48 minutes.

○ Grammar

Simple present tense

- I *have* about 2 tbs of peanut oil in here, and *it's* getting really hot.
- And *that's* what I *want*

- *I'm gonna* let its cooked until its fragrance.
- Make that a little well. *I'm gonna* put an egg right there. Let it set for a few second.
- Our fried rice *is ready*.

G. Time allocation: 1 meetings (1 x 45 menit)

H. Teaching Method: Presentation, Practice, and Production.

I. Teaching and Learning Activities (Procedures)

1. Pre-Activities

~ The teacher greets the students.

Good morning students! How are you today?

~ The teacher asks a student to lead a prayer.

Lets pray first, Pray do!

~ The teacher asks students' condition and attendance.

~ The teacher checks students' readiness.

~ The teacher does warming up by asking some questions related to to the topic that will be introduced.

Have you ever tried to cook something?

have you cooked by yourself?

Do you know how to make fried rice?

2. Main Activity

• ***Activity 1***

The teacher gives an example a video of procedure text, and then watch it together with the students. the video to be watched is How to Make Chinese Fried Rice, derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied and catch the general messages from the video.

• ***Activity 2***

After watching the video, the teacher asks the students to answer the questions related to the video. The teacher asks the student to take a

look at the pictures provided and then asks them to name the pictures and choose the pictures which are required to make Chinese fried rice according to the video. There are 17 questions.

- **Activity 3**

The teacher asks the student to answer the questions related of how to make Chinese fried rice according to the video. There are 5 questions.

- **Activity 4**

The teacher asks the student to arrange the jumbled sentences of how to make Chinese fried rice based on the video. There are 10 jumbled sentences.

- **Activity 5**

The students are asked to work on retelling the story of based on the video of How to Make Chinese Fried Rice using their own words. With the help of guidelines:

- What is the chef about to cook in the video.
- The ingredients used to make the Chinese Fried Rice.
(for example: scallion, peanut oil, rice, etc.)
- The steps to make Chinese Fried Rice.

3. Post Activity (Closing)

- a. The teacher reviews what the students have learned in the class.
- b. The teacher asks about the students' difficulties during teaching and learning process.
- c. The teacher leads to pray before ending the class.
Before we end the class, we pray together! Pray do!
- d. The teacher says good bye.
Goodbye, see you tomorrow!

J. MEDIA AND LEARNING SOURCE

- a. Laptop
- b. LCD
- c. Speakers
- d. Whiteboard
- e. Board marker
- f. Videos derived from www.youtube.com
- g. A S Hornby.2000.*Oxford Advanced Learner's Dictionary*. London:Oxford Press University.

K. ASSESMENT

- a. Activity 1, every correct answer, the score achieved is 2,5
- b. Activity 2, every correct answer, the score achieved is 2
- c. Activity 3, every correct answer, the score achieved based on the listening scoring rubric from Snipes (2006: 5)

Rubric for Efferent Listening Lesson Plan**Main Idea and Details**

	Exceeds PLO (score: 4)	Meets PLO (score: 3)	Partially meets PLO (score: 2)	Does not meet PLO (score: 1)
Main Idea	Students correctly describe, in detail, the main idea that describes the passage read to them.	Students correctly describe the main idea of the passage read to them. (Main Ideas may vary, as long as they are on target.)	Students somewhat describe the main idea of the passage read to them.	Students do not correctly identify the main idea of the passage read to them. (Students will not receive any credit for this.)

Support ing details	Students correctly identify 7 or more supporting details of the correct main idea.	Students correctly identify six supporting details of the correct main idea.	Students correctly identify 3-5 supporting details of the correct main idea.	Students correctly identify 0-2 supporting details of the correct main idea. (Students will not receive any credit for this.)
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Student's scores: $\text{Achieved Score} \times 10$

Student's scores: $\frac{\text{Achieved Scores} \times 100}{\text{Maximum Scores}}$

Yogyakarta, October 2012

Approved by

English Teacher

Researcher

Dra. An. Indarwati


Ana Susilowati
NIM. 08202244005

THE MATERIALS

A. *Watching Video*

The teacher asks the student to watch the video about how to make Chinese Fried Rice carefully.





















Task 1: Watch and listen the video about Chinese Fried Rice!

 Transcript of the video.

Hey it's the frugal chef,
We have some rice left over from last night. They want to make fried rice. Let's make some.
How to make fried rice. I have about 2 tbs of peanut oil in here, and it's getting really hot.
And that's what I want. So to this I'm gonna add 1 tsp minced ginger, 2 garlic cloves, and about half of very finely chopped onion. I'm also gonna add three scallions which I chopped.
I'm gonna let it cook until its fragrance. And onion starts browning. Okay so, 4 minutes to it, it's started to brown, I'm gonna add half cup of peas, and about two cups of cooked rice, mix that well, we are gonna add 1 ½ spoon of soy sauce, make sure you
If you have some clumps, you know, work through that,
You could add some meat, pork, ham, Chinese, beef, but we have to keep it simple today.
Make that a little well. I'm gonna put an egg right there. Let it set for a few seconds. And I'm gonna start scrambling my egg, and now before it's completely set, I'm gonna mix it with my rice. Our fried rice is ready. Bon appetite from frugal chef. Com,
Make sure you come and visit us
We have all kinds of recipes in video form. Eat well my friend or I'm going home, see you soon.

B. *Activity 1.*

- *Take a look at the pictures below!*
- *Match the description of the pictures with the description provided in the table!*
- *Put a thick (✓) in the boxes beside the pictures you have named if they are used to make Chinese fried rice in the video!*
- *Put a crosswise (x) in the boxes beside the pictures you have named if they are NOT used to make Chinese fried rice in the video!*

 <p>a. (.....) <input type="checkbox"/></p>	 <p>b. (.....) <input type="checkbox"/></p>	 <p>c. (.....) <input type="checkbox"/></p>	 <p>d. (.....) <input type="checkbox"/></p>
 <p>e. (.....) <input type="checkbox"/></p>	 <p>f. (.....) <input type="checkbox"/></p>	 <p>g. (.....) <input type="checkbox"/></p>	 <p>h. (.....) <input type="checkbox"/></p>
 <p>i. (.....) <input type="checkbox"/></p>	 <p>j. (.....) <input type="checkbox"/></p>	 <p>k. (.....) <input type="checkbox"/></p>	 <p>l. (.....) <input type="checkbox"/></p>
 <p>m. (.....) <input type="checkbox"/></p>	 <p>n. (.....) <input type="checkbox"/></p>	 <p>o. (.....) <input type="checkbox"/></p>	 <p>p. (.....) <input type="checkbox"/></p>
 <p>q. (.....) <input type="checkbox"/></p>	 <p>r. (.....) <input type="checkbox"/></p>	 <p>s. (.....) <input type="checkbox"/></p>	 <p>t. (.....) <input type="checkbox"/></p>

1. **Stove**, a piece of equipment which burns fuel or uses electricity in order to heat a place
2. **Tomato**, a round red sharp-tasting fruit with a lot of seeds which is eaten cooked or raw as a savoury food.
3. **Wooden spoon**, an object consisting of a round hollow part and a handle, used for mixing and serving which is made from wood.
4. **Carrot**, a long pointed orange root eaten as a vegetable
5. **Orange**, a round sweet fruit which has a thick orange skin and an orange centre divided into many parts
6. **Ginger**, (containing) the spicy root of a tropical plant which is used in cooking or eaten preserved in sugar
7. **Egg**, the oval object with a hard shell which is produced by female birds, especially chickens, and which is eaten as food
8. **Potato**, round vegetable which grows underground and has white flesh with light brown, red or pink skin, or the plant on which these grow
9. **Garlic**, a plant of the onion family that has a strong taste and smell and is used in cooking to add flavour
10. **Peanut Oil**, a smooth thick liquid produced from peanut that is used in cooking
11. **Apple**, a round fruit with firm white flesh and a green, red or yellow skin
12. **Spinach**, a round fruit with firm white flesh and a green, red or yellow skin
13. **Peas**, a round green seed, several of which grow in a pod, eaten as a vegetable
14. **Cheese**, a food made from milk, which can either be firm or soft and is usually yellow or white in colour
15. **Soy sauce**, a thick liquid made of soy to add flavour
16. **Rice**, the small seeds of a particular type of grass, which are cooked and eaten as food
17. **Pot**, a covered metal or plastic container with a handle and a shaped opening for pouring, used for boiling water
18. **Onion**, a covered metal or plastic container with a handle and a shaped opening for pouring, used for boiling water

19. **Scallion**, a vegetable which has hollow green leaves (like common onion), but which lack a fully developed root bulb.

20. **Frying pan**, a flat metal pan with a long handle which is used for frying food.

C. Activity 2

Task 1: The teacher asks the student to answer the questions related of how to make Chinese fried rice according to the video.

Answer the following questions!

1. What is the name of the cook in the video?
2. Mention the ingredients needed to make Chinese fried rice?
3. How many bowls of rice needed to make Chinese fried rice?
4. Mention the correct steps to make Chinese fried rice in your own words?
5. Where should we download more other cooking recipes according to the video?

D. Activity 3

Task 1: The teacher asked the students to retell the video that they have just watched.

Retell the video that you have just watched using your own words using these guidelines!

Guidelines:

- What is the chef about to cook in the video.
- The ingredients used to make the Chinese Fried Rice.
(for example: scallion, peanut oil, rice, etc.)
- The steps to make Chinese Fried Rice.

LESSON PLAN

A. IDENTITY

School	: SMA Negeri 4 Yogyakarta
School subject	: English
Grade / Semester	: X / I
Text Type	: Spoken text of Narrative
Topic	: The Bird and The Monkey
Skill	: Listening
Time Allocation	: 1 X 45 minute

B. Standard of Competence:

2. Understanding the meanings in short functional text and simple text monologue in the genres of *recount*, *narrative*, *procedure* in daily life context.

C. Basic Competence:

- 2.2 To respond meanings in simple monologue text which is using various spoken texts accurately, fluently, and appropriately in the context of daily life in the genre of *recount*, *narrative*, *procedure*.

D. Indicators:

1. The students are able to identify the characteristics of narrative text.
2. The students are able to identify the elements of narrative text.
3. The students are able to identify detailed information in narrative text.
4. The students are able to mention the vocabularies related to the video in the narrative text.
5. The students are able to retell the narrative text using their own words.

E. Learning Objective

At the end of the lesson, the students are able to understand narrative text and respond the meanings orally and written in short monologue text in the genres of narrative.

F. Learning Materials

○ Genre of text:Narrative

Short functional text in the genre of narrative

Social function:

To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

○ Generic structure:

Orientation: To introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term.

Complication: The crisis of the story.

Resolution: it is the final series of the events which happen in the story. The point is that it has been accomplished by the characters.

○ The relevant vocabulary with theme and text:

- Weaving Bird
- Monkey
- Chattering
- Nest
- Cold
- Scare
- Freezing
- Jungle
- Safety

- Shivering

Input video: a narrative video of The Bird and The Monkey, with run time of 03:50 minutes.

- Grammar

Simple past tense

Examples of the sentences:

- There was a jungle
- One day it was a very cold day
- She saw a monkey sitting on the lower branch
- the angry monkey jumped from the branch he was sitting on
- The weaving bird shivered so much that she could not even cried.

G. Time allocation: 1 meetings (1 x 45 menit)

H. Teaching Method: PPP

I. Teaching and Learning Activities (Procedures)

First Meeting

1. Pre-Activities

- ~ The teacher greets the students.
- ~ The teacher asks a student to lead a prayer.
- ~ The teacher asks students' condition and attendance.
- ~ The teacher checks students' readiness.
- ~ The teacher does warming up by asking some questions related to to the topic that will be introduced.

2. Main Activity

• ***Activity 1***

The teacher gives an example a video of narrative text, and then watch it together with the students. the video to be watched is The monkey and the bird derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied and catch the general messages from the video.

- **Activity 2**

After watching the video, the teacher asks the students to answer the questions related to the video. The questions consists of six questions. The students are asked to answer the questions briefly.

- **Activity 3**

After working on the activity 2, the teacher gives another tasks to the students. The students are asked to choose the pictures and match the pictures to the descriptions provided below.

- **Activity 4**

The teacher asks the students to choose the statements provided whether the statements are correct or false. The statements are fifteen.

- **Activity 5**

The students are asked to work on retelling the story of The bird and the monkey based on the video using their own words. With the help of guidelines:

- Who are the characters of the story?
- Where they lived.
- The bird could build a nest.
- The monkey did not have a nest and felt cold.
- The bird was the conceited one and bothered the monkey.
- The monkey then jumped off the branch and broke the nest of the bird.

3. Post Activity (Closing)

- a. The teacher reviews what the students have learned in the class.
- b. The teacher asks about the students' difficulties during teaching and learning process.
- c. The teacher leads to pray before ending the class.

- d. The teacher says good bye.

J. MEDIA AND LEARNING SOURCE

- a. Laptop
- b. LCD
- c. Speakers
- d. Whiteboard
- e. Boardmarker
- f. Videos derived from www.youtube.com
- g. A S Hornby.2000.*Oxford Advanced Learner's Dictionary*.London:Oxford Press University.

K. ASSESMENT

Scoring rubric

- a. Activity 1, every correct answer, the score achieved is 1
- b. Activity 2, every correct answer, the score achieved is 2
- c. Activity 3, every correct answer, the score achieved is 2
- d. Activity 4, the score achieved based on the listening scoring rubric from Snipes (2006: 5)

Rubric for Efferent Listening Lesson Plan Main Idea and Details

	Exceeds PLO (score: 4)	Meets PLO (score: 3)	Partially meets PLO (score: 2)	Does not meet PLO (score: 1)
Main Idea	Students correctly describe, in detail, the main idea that describes the passage read to them.	Students correctly describe the main idea of the passage read to them. (Main Ideas may vary, as long as they are	Students somewhat describe the main idea of the passage read to them.	Students do not correctly identify the main idea of the passage read to them. (Students will

		on target.)		not receive any credit for this.)
Supporting details	Students correctly identify 7 or more supporting details of the correct main idea.	Students correctly identify six supporting details of the correct main idea.	Students correctly identify 3-5 supporting details of the correct main idea.	Students correctly identify 0-2 supporting details of the correct main idea. (Students will not receive any credit for this.)

Student's scores : Achieved Scores x 10

Student's final scores : $\frac{\text{Achieved Scores} \times 100}{\text{Maximum Scores}}$

Yogyakarta, October 2012

Approved by
English Teacher

Researcher

Dra. An Indarwati

Ana Susilowati


NIM. 08202244005

THE MATERIALS

- **Watching Video**

The teacher asks the student to watch the video carefully.

Task 1: Watch and listen the video about The Bird and The Monkey!

 Transcript of the video.

THE BIRD AND THE MONKEY

There was a jungle. In this jungle the weaving bird made a nice and cozy nest on the tree. It was winter time. But when the weaving birds went back to its nest, they were not feel cold. Their nest was very cozy. One day it was a very cold day. The weaving bird was sitting comfortably in her nest. On the branch below she heard the noise of someone teeth chattering. The weaving bird peeked from her nest and looked out. She saw a monkey sitting on the lower branch. The poor monkey was shivering due to the cold. He was freezing in the cold. And because of this his teeth made that noise. The weaving bird said hey brother monkey, are you feeling cold?

The weaving bird like to talk, she talked to the monkey. The monkey thought the weaving bird was mocking at her. And so the monkey bared his teeth. And tried to scare her. The weaving bird was sitting in her nest. She did not get scare of the monkey. She said like this, brother monkey don't try to scare me like this. I have the habit of speaking the truth. Brother monkey was very angry. He looked at the weaving bird face. Who was sitting at her nest, the weaving bird thought the monkey like to hearing. So she continued talking. She said lord has given us hands and legs, and look, we made such as comfortable and cozy nest without our hands, but you are sitting outside and freezing and look at us, we are sitting in a such warm nest to live in. right now the monkey was very angry to the weaving bird, he could not control his anger anymore.

The weaving bird continued to babble away. She said if the cold is troubling us so much, then why didn't you build a house? You look like just a man, but you have no brave to build a house? Why didn't you build of your own safety, if you build a house then it will save you from the heat, rain, and cold, the weaving bird sentences wasn't completed, the angry monkey jumped from the branch he was sitting on, to the branch where the weaving bird had its nest, in a second he threw out the weaving bird nest into the ground, he then broke it and threw it away. The poor weaving bird was shivering in the cold; the chill in the air was freezing her. The weaving bird shivered so much that she could not even cried.

- **Activity 1**

The teacher asks the students to answer some questions.

Task 2: Answer the questions about the story of The Bird and The Monkey below.

1. Who are the characters of the story?
2. Who had a nest in the story?
3. Who felt very cold because it had no nest?
4. Why the monkey felt so angry to the bird?
5. Who is the bad character in the story?
6. What moral value that you can conclude from the story?

- **Activity 2**

The teacher asks the students to match the picture and the explanations.

Task 3: Match the pictures with the explanation based on the video you have just watched!

a. The Pictures:

a.



b.



c.



d.



e.



f.



b. The explanations:

1. **The Monkey;** it was the animal which was sitting on the branch and felt cold due to the winter time.
2. **The Jungle;** the place where the story took place. It was where the weaving bird and the monkey lived.
3. **Weaving Birds' nest;** the warm and cozy nest where the weaving bird lived.
4. **Weaving Bird;** the conceited and talk active bird which was teasing the shivering monkey badly.
5. **Winter;** the season that happened during the story.

• **Activity 3**

The teacher asks the students to answer some questions by choosing true or false based on the video.

Task 4: Answer the questions based on the video you watched by stating **True or False**

1. The setting of the story happened in a big city. **T/F**
2. The characters of the story were a weaving bird and a monkey. **T/F**
3. The monkey built a nest on the tree. **T/F**
4. The weaving bird built a nest on the tree. **T/F**
5. It was a hot day, so that the animals were exhausted. **T/F**
6. The monkey was sitting on the lower branch of the tree. **T/F**
7. The monkey was shivering due to the cold. **T/F**
8. The weaving bird and the monkey loved to talk to each other. **T/F**
9. The monkey was angry at the weaving bird because it felt disturbed. **T/F**
10. The monkey jumped on the nest of the weaving bird. **T/F**
11. But, then, the monkey built the nest again. **T/F**

12. The monkey threw the nest on the ground after he broke it. **T/F**
13. Now, the weaving bird had nowhere to live. **T/F**
14. The weaving bird was cold because she had nowhere to live anymore. **T/F**
15. The weaving bird reflects conceited and ostentatious behavior. **T/F**

- **Activity 4**

The teacher asks the students to summarize the story of The Bird and The Monkey using their own words.

Task 5: Please retell the story of The Bird and The Monkey which you have just watched using your own words!

Guidelines:

- Who are the characters of the story?
- Where they lived.
- The bird could build a nest.
- The monkey did not have a nest and felt cold.
- The bird was the conceited one and bothered the monkey.
- The monkey then jumped off the branch and broke the nest of the bird.

LESSON PLAN

A. IDENTITY

School	: SMA Negeri 4 Yogyakarta
School subject	: English
Grade / Semester	: X / I
Text Type	: Spoken text of Narrative
Topic	: Little Red Riding Hood Story
Skill	: Listening
Time Allocation	: 1 X 45 minute

B. Standard of Competence:

2. Understanding the meanings in short functional text and simple text monologue in the genres of *recount*, *narrative*, *procedure* in daily life context.

C. Basic Competence:

- 2.2 To respond meanings in simple monologue text which is using various spoken texts accurately, fluently, and appropriately in the context of daily life in the genre of *recount*, *narrative*, *procedure*.

D. Indicators:

1. The students are able to identify the characteristics of narrative text.
2. The students are able to identify detailed information in narrative text.
3. The students are able to mention the vocabularies related to the video in the narrative text.
4. The students are able to retell the narrative text using their own words.

E. Learning Objective

At the end of the lesson, the students are able to identify narrative text and respond the meanings orally and written in short monologue text in the genres of narrative.

F. Learning Materials

○ Genre of text: Narrative

Short functional text in the genre of narrative

Social function:

To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

○ Generic structure:

Orientation: To introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term.

Complication: The crisis of the story.

Resolution: it is the final series of the events which happen in the story.

○ The relevant vocabulary with theme and text:

- General nouns, ex: mouse, carriage, horses.....
- Relating verbs, ex: It was known that ...;
- Input video: a narrative video of Little Red Riding Hood, with run time of 04:57 minutes.

○ Grammar

Simple past tense

Examples of the sentences:

- Once upon a time, there *was* a little who *lived* in village in the edge of a forest.

G. Time allocation: 1 meetings (1 x 45 menit)

H. Teaching Method: PPP (Presentation, Practice, Production.)

I. Teaching and Learning Activities (Procedures)

First Meeting

1. Pre-Activities

~ The teacher greets the students.

Good morning students! How are you today?

~ The teacher asks a student to lead a prayer.

Lets pray first, Pray do!

~ The teacher asks students' condition and attendance.

~ The teacher checks students' readiness.

~ The teacher does warming up by asking some questions related to to the topic that will be introduced.

Have you ever heard of Little Red Riding Hood Story?

Who is Little Red Riding Hood?

What happened to Little Red Riding Hood?

2. Main Activity

• ***Activity 1***

The teacher gives an example a video of narrative text, and then watch it together with the students. the video to be watched is Little Red Riding Hood Story derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied and catch the general messages from the video.

• ***Activity 2***

After watching the video, the teacher asks the students to answer the questions related to the video. The questions consists of ten questions. The students are asked to answer the questions briefly.

• ***Activity 3***

After working on the activity 2, the teacher gives another tasks to the students. The students are asked to choose the pictures and match the pictures to the descriptions provided below. There are 15 questions.

- **Activity 4**

The students are asked to work on retelling the story of Little Red Riding Hood based on the video using their own words. With the help of guidelines:

- Who is Little Red Riding Hood.
- Who helped Little Red Riding Hood.
- How the Wood cutter met Little Red Riding Hood.
- What happened to Little Red Riding Hood and Wood cutter at the end.

3. Post Activity (Closing)

- a. The teacher reviews what the students have learned in the class.
- b. The teacher asks about the students' difficulties during teaching and learning process.
- c. The teacher leads to pray before ending the class.
Before we end the class, we pray together! Pray do!
- d. The teacher says good bye.
Goodbye, see you tomorrow!

J. MEDIA AND LEARNING SOURCE

- a. Laptop
- b. LCD
- c. Speakers
- d. Whiteboard
- e. Boardmarker
- f. Videos derived from www.youtube.com
- g. A S Hornby.2000.*Oxford Advanced Learner's Dictionary*.London:Oxford Press University.

K. ASSESSMENT

- a. Activity 1, every correct answer, the score achieved is 2
- b. Activity 2, every correct answer, the score achieved is 2
- b. Activity 3, every correct answer, the score achieved based on the listening scoring rubric from Snipes (2006: 5)

Rubric for Efferent Listening Lesson Plan Main Idea and Details

	Exceeds PLO (score: 4)	Meets PLO (score: 3)	Partially meets PLO (score: 2)	Does not meet PLO (score: 1)
Main Idea	Students correctly describe, in detail, the main idea that describes the passage read to them.	Students correctly describe the main idea of the passage read to them. (Main Ideas may vary, as long as they are on target.)	Students somewhat describe the main idea of the passage read to them.	Students do not correctly identify the main idea of the passage read to them. (Students will not receive any credit for this.)
Supporting details	Students correctly identify 7 or more supporting details of the correct main idea.	Students correctly identify six supporting details of the correct main idea.	Students correctly identify 3-5 supporting details of the correct main idea.	Students correctly identify 0-2 supporting details of the correct main idea. (Students will not receive any credit for this.)

Student's scores: Achieved Score x 10

Student's scores: $\frac{\text{Achieved Scores}}{\text{Maximum Scores}} \times 100$

Maximum Scores

Yogyakarta, October 2012

Approved by
English Teacher

Researcher

Dra. An Indarwati

Ana Susilowati


NIM. 08202244005

THE MATERIALS

A. Activity of Watching Video

The teacher asks the student to watch the video about Little Red Riding Hood carefully.

Task 1: Watch and listen the video about Little Red Riding Hood!

 Transcript of the video.

LITTLE RED RIDING HOOD

Once upon a time, there was a little who lived in village in the edge of a forest. Wherever she went she always wore her bright red cloak. So the villagers call her little red riding hood. One day little red riding hood asked her mother if she could go and visit her grandma, her mother said she could. And gave little riding hood a basket of freshly baked bread to take with her.

Remember to go straight to grandmother's house, said her mother. Please do not wander off the path and most importantly do not talk to any stranger. I will mommy I promise. Said little riding hood. And she kissed her mother and went on her way. As little red riding hood was walking through the forest, she found a beautiful patch of white flowers. She decided that she would pick some for her grandma, completely forgetting her promise to her mother. She sat awhile day dreaming among the flowers and watching the butterflies. In fact she was enjoying the summer day so much that she didn't notice a big black shadow creeping up behind her. All of sudden a wolf appear beside her. And in his most friendly voice, he said where are going all by yourself little girl? I'm on my way to see grandma and imp in terrible hurry said little red riding hood. And she ran down the path to grandma's house. But the wolf was sneaky, and he knew the forest well. So he took a short cut. When the wolf arrived at grandma's house, he knocked lightly on the door. And grandma voice remind said goodness come in child I was beginning to worry you ve been such a long time. As quick as a flash the wolf burst through the door.

And swallowed grandma whole, pleased with himself, and quite full he put on one of grandma's pretty mantice and her sleeping hat, a few minutes pass and there was a knock on the door the wolf lied in the bed and pull up the covers up to his pointy nose. Who is it?

He said in the sweetest voice he could manage, it's me grandma little red riding hood. And he replied how wonderful my dear, do come in, said the wolf, when little red riding hood went into the house, she could hardly recognize her grandma, grandma whatever is the matter, your voice has changed, she said Well I have a bit of a cold, my dear. Said the wolf, pleased with his own craftiness. But grandma what big ears you have, said little red riding hood, as she walk closer to the bed,

All the better you wait my dear cried the wolf. But grandma what big ears you have, said little red riding hood. All the better just to see you wait my dear, with the lightest sneaky wolf,

But grandma what big teeth you have, said little red riding hood, her voice shaking, all the better eat you my dear, snarl the wolf, as he out of the bed to chase little red riding hood, realizing this is not her grandma but a terrible wolf, little red riding hood went out to the front door, into the forest shouting help, wolf, a wood cutter who was chopping blogs nearby heard little red riding cried and ran towards her. Just as the wolf was about to pass, the wood cutter took a giant leap and crack the wolf, the wolf was so surprised, that he gave a mighty cough, and out grandma, she was a little shaken and slightly smelly but she wasn't hurt at all, little red riding hood was so happy

I won't wonder in the forest anymore, I will never talk to a stranger again, she said. The woodcutter bashed the mean wolf on the head and sent him to the forest, with a warning never to return, little red riding hood then had a lovely afternoon with her grandma and they all live happily ever after.

- **Activity 1**

The teacher asks the students to answer some questions.






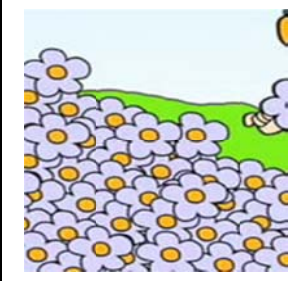


Answer the questions about the story of Little Red Riding Hood below!

1. Who are the characters of the story?
2. Who is Little Red Riding Hood?
3. Why everyone called her Little Red Riding Hood?
4. Where would Little Red Riding go that day?
5. What her mother told her before she left?

6. Why Little Red Riding Hood picked some flowers on her way to her grandma's house?
7. Who met Little Red Riding Hood on the way and went to her grandma's house through the short cut?
8. What the wolf did to Little Red Riding Hood's grandma?
9. Who helped Little Red Riding for not being eaten by the wolf?
10. How grandmother got out of the wolf's belly?

• **Activity 2**

Task 2: Match the pictures with the explanation based on the video you have just watched!

<p>a.</p> 	<p>b.</p> 	<p>c.</p> 	<p>d.</p> 
<p>e.</p> 	<p>f.</p> 	<p>g.</p> 	<p>h.</p> 

- *The explanations:*

1. The wolf; an evil bad wolf who swallowed Little Red Riding Hood's grandmother and then wanted to eat her, too.
2. The Woodcutter, the wood cutter who saved Little Red Riding Hood and grandmother from the wolf.
3. Grandmother; Little Red Riding Hood's grandmother who lived alone and waited for Little Red Riding Hood on her bed.
4. White flowers; wild flowers which Little Red Riding Hood found when she was on the way to her grandmother's house.
5. The Mother; a woman who is Little Red Riding Hood's mother.
6. Bread basket; a basket full of bread which was given by Little Red Riding Hood's mother to her to be taken to her grandmother's house.
7. Little Red Riding Hood; a little girl who lived in a village and often wore a red hood.
8. Village, the place where Little Red Riding Hood lived.

- *Activity 3*

The teacher asks the students to summarize the story of Little Red Riding Hood using their own words.

Task 3: Please retell the story of Little Red Riding Hood which you have just watched using your own words!

Guidelines:

- Who is Little Red Riding Hood.
- Who helped Little Red Riding Hood.
- How the Wood cutter met Little Red Riding Hood.
- What happened to Little Red Riding Hood and Wood cutter at the end.

LESSON PLAN

A. Identity

School	: SMA Negeri 4 Yogyakarta
School subject	: English
Grade / Semester	: X / I
Text Type	: Spoken text of Narrative
Topic	: Cinderella Story
Skill	: Listening
Time Allocation	: 1 X 45 minute

B. Standard of Competence:

2. Understanding the meanings in short functional text and simple text monologue in the genres of *recount*, *narrative*, *procedure* in daily life context.

C. Basic Competence:

- 2.2 To respond meanings in simple monologue text which is using various spoken texts accurately, fluently, and appropriately in the context of daily life in the genre of *recount*, *narrative*, *procedure*.

D. Indicators:

1. The students are able to identify the characteristics of narrative text.
2. The students are able to identify detailed information in narrative text.
3. The students are able to mention the vocabularies related to the video in the narrative text.
4. The students are able to retell the narrative text using their own words.

E. Learning Objective

At the end of the lesson, the students are able to identify narrative text and respond the meanings orally and written in short monologue text in the genres of narrative.

F. Learning Materials

- **Genre of text:Narrative**

Short functional text in the genre of narrative

Social function:

To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

- **Generic structure:**

Orientation: To introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term. In this story, the early narrative text is clearly seen to introduce the participants of the Cinderella Story. They were Cinderella herself as the main character of the story, her step mother which treated Cinderella badly, and her steps sister which supported her mother to make Cinderella was treated very badly. Cinderella was introduced as a hero in this story. She struggled against the bad treatment from her step mother and sisters.

Complication: The crisis of the story. In this Cinderella story, we can see clearly that there are few crises.

Resolution: it is the final series of the events which happen in the story. The point is that it has been accomplished by the characters. Like complication, there are. In the ending of the video, it is said that finally Cinderella lived happily. It is the happy resolution of the bad treatment.

- **The relevant vocabulary with theme and text:**

- General nouns, eg mouse, carriage, horses.....

- Relating verbs, eg It was known that ...;
- Action verbs, eg dressing her sisters and combing their hair ...;
- Thinking verbs, eg Cinderella also wanted to go....;
- Modal verbs, eg But they could not do so as they had big clumsy feet....;
- Connectives, eg firstly, secondly, moreover, furthermore, so, on the other hand, ...;
- Input video: a narrative video of Cinderella, with run time of 11:15 minutes.
- Grammar: Simple past tense

Examples of the sentences:

- a. Once upon a time, a rich man's wife died
 - b. One day the king invited them for a dance party
 - c. Cinderella also wanted to go
 - d. When the sisters had gone, Cinderella began to cry.
 - e. The young prince took her hand and led her to the dance floor
 - f. The prince took the golden slipper to the king and told him that he would find the beautiful maiden on whose foot fitted that slipper.
 - g. He took Cinderella along with him to the palace and married her there.
- Thus, they live happily ever after.

G. Time allocation: 1 meetings (1 x 45 menit)

H. Teaching Method: Presentation, Practice, and Production.

I. Teaching and Learning Activities (Procedures)

First Meeting

1. Pre-Activities

- The teacher greets the students.
Good morning students! How are you today?
- The teacher asks a student to lead a prayer.

Lets pray first, Pray do!

- The teacher asks students' condition and attendance.
- The teacher checks students' readiness.
- The teacher does warming up by asking some questions related to the topic that will be introduced.

Have you ever heard of Cinderella story?

What happened to Cinderella?

2. **Main Activity**

- ***Activity 1***

The teacher gives an example a video of narrative text, and then watch it together with the students. the video to be watched is Cinderella Story derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied and catch the general messages from the video.

- ***Activity 2***

After watching the video, the teacher asks the students to answer the questions related to the video. The questions consists of ten questions. The students are asked to answer the questions briefly.

- ***Activity 3***

After working on the activity 2, the teacher gives another tasks to the students. The students are asked to choose the pictures and match the pictures to the descriptions provided below. There are 15 questions.

- ***Activity 4***

The students are asked to work on retelling the story of Cinderella based on the video using their own words. With the help of guidelines:

- Who Cinderella is.
- What happen after her father died.
- Who threw the dance ball.
- Who helped Cinderella.
- How the Prince found Cinderella.

- What happened to Cinderella and The Prince at the end.

3. **Post Activity (Closing)**

- The teacher reviews what the students have learned in the class.
- The teacher asks about the students' difficulties during teaching and learning process.
- The teacher ends the class by saying:
 - *Before we end the class; we pray together! Pray do!*
 - *Goodbye, see you tomorrow!*

J. MEDIA AND LEARNING SOURCE

- a. Laptop
- b. LCD
- c. Speakers
- d. Whiteboard
- e. Boardmarker
- f. Videos derived from www.youtube.com
- g. A S Hornby.2000.*Oxford Advanced Learner's Dictionary*.London:Oxford Press University.

K. ASSESMENT

- a. Activity 1, every correct answer, the score achieved is 2,5
- b. Activity 2, every correct answer, the score achieved is 2
- c. Activity 3, every correct answer, the score achieved based on the listening scoring rubric from Snipes (2006: 5)

Rubric for Efferent Listening Lesson Plan

Main Idea and Details

	Exceeds PLO (score: 4)	Meets PLO (score: 3)	Partially meets PLO (score: 2)	Does not meet PLO (score: 1)
Main Idea	Students correctly describe, in detail, the main idea that describes the passage read to them.	Students correctly describe the main idea of the passage read to them. (Main Ideas may vary, as long as they are on target.)	Students somewhat describe the main idea of the passage read to them.	Students do not correctly identify the main idea of the passage read to them. (Students will not receive any credit for this.)
Support ing details	Students correctly identify 7 or more supporting details of the correct main idea.	Students correctly identify six supporting details of the correct main idea.	Students correctly identify 3-5 supporting details of the correct main idea.	Students correctly identify 0-2 supporting details of the correct main idea. (Students will not receive any credit for this.)

Student's scores: Achieved Score x 10

Student's scores: $\frac{\text{Achieved Scores} \times 100}{\text{Maximum Scores}}$

Yogyakarta, October 2012

Approved by
English Teacher

Researcher

Dra. An Indarwati

Ana Susilowati

NIM. 08202244005

THE MATERIALS

A. *Watching Video*

The teacher asks the student to watch the video carefully.

1. The Video's Transcript

Once upon a time, a rich man's wife died. So he decided to marry again, so that his lonely daughter could have a mother to care for her. But the woman he chose to marry was a proud, selfish woman, with two daughters just like herself. She did not show her true characters until after the wedding. She ordered her little daughter to work in the kitchen, while she and her daughter enjoyed themselves. When the child had done her work, she used to sit in the chimney corner among the cinders (ash). So everyone called her Cinderella. Though her clothes was so dirty and thorn yet she was far prettier than her sisters. One day the king invited them for a dance party. The sisters were very happy. They talked of nothing but they would wear and ordered beautiful gowns. Cinderella also wanted to go. But her sisters teased her and said, would you not like to dress up in fine clothes and ride in a carriage, dance with rich young men or may be even with the prince himself?

It was known that the prince was in search of a wife and Cinderella's stepmother had high hopes for her daughters. Soon the great day arrived. Cinderella was busy all day, dressing her sisters and combing their hair, and when the beautiful carriage arrived to take them to the ball, she arranged their dress so that they would not get shapeless on the way. When the sisters had gone, Cinderella began to cry. Suddenly, her fairy godmother appeared, and said why are you crying my dear? I wish I could go to the dance party, cried Cinderella. The fairy godmother said Cinderella could go. She told her to get her a pumpkin. Cinderella was puzzled. But she quickly brought the largest pumpkin that she could find. The fairy godmother used her magic wand and turned the pumpkin into a beautiful golden carriage. Cinderella was then sent to find six mice, a rat and six lizards. The fairy godmother turned the six mice into smart grey horses, the rat into a handsome coachman and the six lizards into smart footmen.

The fairy godmother now waved her magic wand over Cinderella and soon her dirty dress became the most beautiful dress she could ever have seen. Cinderella also saw that her feet now had a beautiful pair of golden slippers. The fairy godmother now told Cinderella to go immediately and leave the palace before the clock struck twelve, as the magic would end at midnight.

When Cinderella appeared in the dance room, everyone became silent, the music and dancing stopped, as she was by far the most beautiful young woman in that room. The young prince took her hand and led her to the dance floor. He danced with no one else but her the whole evening. When they sat down to eat dinner, the prince could hardly eat anything, as he was so busy looking at her. The dance went on. Cinderella was so happy; she danced every dance and did not at all feel tired.

Then she heard the clock striking the hour. She thought it must be midnight; she became afraid and ran away from the dance room. The prince tried to catch up with Cinderella. As she ran towards the golden carriage, due to hurry, she lost one of her lovely golden slippers. As the prince bent down to pick up the golden slippers, the clock struck twelve. When the prince stood up he saw that his beautiful dance partner, the fine coach and the horses are missing.

Now the prince was in no mood to celebrate and all the guests were told to leave. The prince took the golden slipper to the king and told him that he would find the beautiful maiden on whose foot fitted that slipper. When he would have found her, he would marry her. The prince now went to every house in the entire kingdom to look for Cinderella. Cinderella's stepmother grew very excited when the prince arrived at their house. She showed the golden slipper. She told her daughter to try put on that slipper. But they could not do so as they had big clumsy feet. And the golden slipper was tiny and delicate. The prince asked her if there was any other young woman in that house. The stepmother replied that only Cinderella was there and she worked in the kitchen and she did not go to the dance party. The prince ordered the stepmother to bring Cinderella there. When Cinderella put on that slipper, it fitted comfortably into her pretty foot. The stepmother and her daughter were red with anger. The prince had now found whom he wanted to marry. He took Cinderella along with him to the palace and married her there. Thus, they live happily ever after.

a) Activity 1

Match the pictures with the explanation based on the video you have just watched!

a. 	b. 	c. 	d. 
e. 	f. 	g. 	h. 
i. 	j. 	k. 	l. 
m. 	n. 	o. 	p. 
q. 	r. 	s. 	t. 

1. **Palace;** it was where the King, the Queen and the Young Prince lived.
2. **Evil Stepmother;** a proud and selfish woman who was Cinderella's stepmother.
3. **Cinder (ash);** the soft grey or black powder that was left after a substance, especially tobacco, coal or wood, had burnt.
4. **Evil First Stepsister;** Cinderella's stepsister who had got black hair and wore white dress. The one who teased Cinderella about the dance ball.
5. **Cinderella;** a beautiful young woman who had evil stepmother and stepsisters. However, in the end of the story she got married to the Prince.
6. **Fairy Godmother;** a fairy who helped Cinderella to get to the dance ball with her magic.
7. **The Prince;** the one who threw the dance ball, searched for Cinderella and got married with her.
8. **Lizard;** a small reptile that had a long body, four short legs, a long tail and thick skin which was turned into footmen by fairy Godmother.
9. **Mouse;** a small mammal with short fur, a pointed face, and a long tail which was turned into horses by fairy Godmother.
10. **Evil Second Stepsister;** Cinderella's stepsister who had got curly black hair and wore purple dress.
11. **Carriage;** a vehicle with four wheels, which is usually pulled by horses.
12. **Midnight;** 12 a.m, it is when Cinderella must leave the dance ball because the magic disappeared then.
13. **Pumpkin;** a large round vegetable with hard yellow or orange flesh, which was turned into a carriage by fairy Godmother.
14. **Golden Shoes;** the shoes worn by Cinderella to dance ball, but she left one of them on the palace's stairs.
15. **Chimney;** a hole that allows the smoke from a fire inside a building to escape to the air outside

16. Beautiful Gowns; the beautiful dresses which were worn to the dance ball by the ladies.

17. Bucket; the thing used by Cinderella throughout the video to clean up the floor.

18. Coachman; the driver of Cinderella's carriage to the ball dance.

19. Cat; The animal that became Cinderella's friend since the beginning of the video.

20. Magic Wand; the wand that has magic power that turned the things around Cinderella, thus, she could go to dance ball.

b) Activity 2

Task 1: Answer the questions about the story of Cinderella below.

1. Who is Cinderella?
2. What happened to Cinderella after her father died?
3. Were the stepmother and stepsisters kind to Cinderella? Give your reason!
4. Why everyone called her Cinderella?
5. Who helped Cinderella to get to the ball?
6. Mention the animals and a vegetable used and what they became after Fairy Godmother put magic on them!
7. What time did Cinderella must left the ball according to Fairy Godmother? Why?
8. What the Prince did to find the girl who owned the golden slippers?
9. Was the golden slipper match the feet of Cinderella's stepsisters?
10. What happened to Cinderella and the prince at the end?

c) Activity 3

Task 2: The teacher asks the students to summarize the story of Cinderella using their own words.

Please retell the story of Cinderella which you have just watched using your own words using these guidelines!

Guidelines:

- Who is Cinderella?
- What happen after her father died?
- Who threw the dance ball?
- Who helped Cinderella?
- How the Prince found Cinderella?
- What happened to Cinderella and The Prince at the end?

LESSON PLAN

A. IDENTITY

School	: SMA Negeri 4 Yogyakarta
School subject	: English
Grade / Semester	: X / I
Text Type	: Spoken text of Procedure
Topic	: Cooking Recipes
Skill	: Listening
Time Allocation	: 1 X 45 minute

B. Standard of Competence:

2. Understanding the meanings in short functional text and simple text monologue in the genres of *recount*, *narrative*, *procedure* in daily life context.

C. Basic Competence:

- 2.2 To respond meanings in simple monologue text which is using various spoken texts accurately, fluently, and appropriately in the context of daily life in the genre of *recount*, *narrative*, *procedure*.

D. Indicators:

1. The students are able to identify the characteristics of procedure text.
2. The students are able to identify the elements of procedure text.
3. The students are able to identify detailed information in procedure text.
4. The students are able to mention the vocabularies related to the video in the procedure text.
5. The students are able to retell the procedure text using their own words.

E. Learning Objective

At the end of the lesson, the students are able to identify procedure text and respond the meanings orally and written in short monologue text in the genres of procedure.

F. Learning Materials

○ **Genre of text:Procedure**

Short functional text in the genre of procedure.

○ **Social function:**

It is a text to describe how to make or doing something

○ **Generic structure:**

1. Goal/Aim (Tujuan)
2. Materials (Bahan-bahan)
3. Steps/Methods (Langkah-langkah)

○ **The relevant vocabulary with theme and text:**

- Banana
- Pancakes
- Whipped cream
- Dice
- Pieces
- Whole wheat flour
- Mixture
- Batter
- Syrup
- Garnish

Input video: a procedure video of “Banana Pancakes”, with run time of 02:24 minutes.

○ **Grammar**

Simple Present tense.

Examples of the sentences:

- Ahh, that's better, hey I'm chef chef Jason hill.
- Here's our recipe.
- then I dice banana to small pieces,
- I like to garnish with whipped cream, fresh strawberries, everyone knows strawberries and banana go well together.

G. Time allocation: 1 meetings (1 x 45 menit)**H. Teaching Method: PPP (Presentation, Practice, Production)****I. Teaching and Learning Activities (Procedures)****1. Pre-Activities**

~ The teacher greets the students.

Good morning students! How are you today?

~ The teacher asks a student to lead a prayer.

Lets pray first, Pray do!

~ The teacher asks students' condition and attendance.

~ The teacher checks students' readiness.

~ The teacher does warming up by asking some questions related to to the topic that will be introduced.

Have you ever tried to cook something?

What have you cooked by yourself?

Have you ever eaten banana pancakes?

Do you know how to make banana pancakes?

2. Main Activity

- **Activity 1**

The teacher gives an example a video of procedure text, and then watch it together with the students. the video to be watched is How to Make Banana Pancakes, derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied and catch the general messages from the video.

- **Activity 2**

After watching the video, the teacher asks the students to answer the questions related to the video. The teacher asks the student to take a look at the pictures provided and then asks them to name the pictures and choose the pictures which are required to make Chinese fried rice according to the video. There are 7 questions.

- **Activity 3**

The teacher asks the student to answer the questions related of how to make How to Make Banana Pancakes according to the video. There are 5 questions.

- **Activity 4**

The teacher asks the student to arrange the jumbled sentences based on the video. There are 10 jumbled sentences.

- **Activity 5**

The students are asked to work on retelling the story of based on the video of How to Make Banana Pancakes using their own words. With the help of guidelines:

- What is the chef about to cook in the video.
- The ingredients used to make Banana Pancakes.
(for example: banana, milk, flour, sugar etc.)
- The steps to make Banana Pancakes.

3. Post Activity (Closing)

- a. The teacher reviews what the students have learned in the class.
- b. The teacher asks about the students' difficulties during teaching and learning process.
- c. The teacher leads to pray before ending the class.
Before we end the class, we pray together! Pray do!
- d. The teacher says good bye.

Goodbye, see you tomorrow!

J. MEDIA AND LEARNING SOURCE

- a. Laptop
- b. LCD
- c. Speakers
- d. Whiteboard
- e. Board marker
- f. Videos derived from www.youtube.com
- g. A S Hornby.2000.*Oxford Advanced Learner's Dictionary*. London:Oxford Press University.

K. ASSESMENT

- a. Activity 1, every correct answer, the score achieved is 2
- b. Activity 2, every correct answer, the score achieved is 2
- c. Activity 3, every correct answer, the score achieved based on the listening scoring rubric from Snipes (2006: 5)

Rubric for Efferent Listening Lesson Plan

Main Idea and Details

	Exceeds PLO (score: 4)	Meets PLO (score: 3)	Partially meets PLO (score: 2)	Does not meet PLO (score: 1)
Main Idea	Students correctly describe, in detail, the main idea that describes the passage read to them.	Students correctly describe the main idea of the passage read to them. (Main Ideas may vary, as long as they are on target.)	Students somewhat describe the main idea of the passage read to them.	Students do not correctly identify the main idea of the passage read to them. (Students will not receive any credit for this.)

Support ing details	Students correctly identify 7 or more supporting details of the correct main idea.	Students correctly identify six supporting details of the correct main idea.	Students correctly identify 3-5 supporting details of the correct main idea.	Students correctly identify 0-2 supporting details of the correct main idea. (Students will not receive any credit for this.)
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Student's scores: $\frac{\text{Achieved Score}}{\text{Maximum Scores}} \times 10$

Student's scores: $\frac{\text{Achieved Scores}}{\text{Maximum Scores}} \times 100$

Yogyakarta, October 2012

Approved by
English Teacher

Researcher

Dra. An. Indarwati

Ana Susilowati

NIM. 08202244005

THE MATERIALS

A. *Watching Video*

The teacher asks the student to watch the video about how to make banana pancakes carefully.

Task 1: Watch and listen the video about how to make banana pancakes carefully!

 Transcript of the video.

Daddy, Daddy wake up and make us banana pancakes.

Chef's works never done....

Ahh, that's better, hay I'm chef chef Jason hill. Today, And let's make some banana pancakes.

Here's our recipe. 1 cup all purposes flour. 1 cup whole wheat flour. The baking soda, 1 teaspoon of salt, 2 teaspoons of baking powder, 2 tablespoons of sugar, ½ teaspoon of pumpkin pie spice, next, we have two cups of milk, ¼ cup of vegetable oil, 2 eggs, and then I dice banana to small pieces, some people like to smash banana into the batter, but I prefer to have banana pieces all, add the banana into your pancakes mix, and mixture it to the batter, after I fold the banana pieces in to the batter, id like to let it sit for about fifteen minutes so the flavor would collaborate into the batter, pre heat pan on medium, for about 3 minutes,

For 1 pancake I use half a cup of batter, after about a minute and a half, let's start to flip the pancake, serve it to a serve plate, I like to garnish with whipped cream, fresh strawberries, everyone knows strawberries and banana go well together. And pour real maple syrup; is it a great way to start your day or what?

B. *Activity 1*

The teacher asks the student to take a look at the pictures provided and then asks them to name the pictures and choose the pictures which are required to make Banana Pancakes according to the video.

Task 2: Take a look at the pictures below!

Task 3: Name all of pictures!

(Number (a). has been done for you). You may use your dictionary.

: Put a thick (✓) in the boxes beside the pictures you have named if they are used to make Banana Pancakes in the video!

Put a crosswise (x) in the boxes beside the pictures you have named if they are NOT used to make Banana Pancakes in the video!

a.



(Sugar.....) ☐

b.



(.....) ☐

c.



(.....) ☐

d.



(.....) ☐

e.



(.....) ☐

f.



(.....) ☐

g.



(.....) ☐

h.



(.....) ☐

C. Activity 2

The teacher asks the student to answer the questions related of how to make Banana Pancakes according to the video.

Task 4: Answer the following questions!

1. What is the name of the chef in the video?
2. What did he make?
3. Was the food he made for morning breakfast or for lunch?
4. Mention the ingredients that the chef used in the video?
5. How did the chef garnish the food he made?

D. Activity 4

The teacher asks the students to retell the procedure video using their own words.

Task 6: Retell the video that you have just watched using your own words!

Guidelines:

- What is the chef about to cook in the video.
- The ingredients used to make Banana Pancakes.
(for example: banana, milk, flour, sugar etc.)
- The steps to make Banana Pancakes.

LESSON PLAN

A. IDENTITY

School	: SMA Negeri 4 Yogyakarta
School subject	: English
Grade / Semester	: X / I
Text Type	: Spoken text of Narrative
Topic	: The Wise Chicken and Greedy Wolf
Skill	:Listening
Time Allocation	: 1 X 45 minute

B. Standard of Competence:

2. Understanding the meanings in short functional text and simple text monologue in the genres of *recount*, *narrative*, *procedure* in daily life context.

C. Basic Competence:

- 2.2 To respond meanings in simple monologue text which is using various spoken texts accurately, fluently, and appropriately in the context of daily life in the genre of *recount*, *narrative*, *procedure*.

D. Indicators:

1. The students are able to identify the characteristics of narrative text.
2. The students are able to identify the elements of narrative text.
3. The students are able to identify detailed information in narrative text.
4. The students are able to mention the vocabularies related to the video in the narrative text.
5. The students are able to retell the narrative text using their own words.

E. Learning Objective

At the end of the lesson, the students are able to identify narrative text and respond the meanings orally and written in short monologue text in the genres of narrative.

F. Learning Materials

○ Genre of text:Narrative

Short functional text in the genre of narrative

Social function:

To amuse, entertain and to deal with actual or various experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds 2 resolution.

○ Generic structure:

Orientation: To introduce the participants or the characters of the story with the time and place set. Orientation actually exists in every text type though it has different term.

Complication: The crisis of the story.

Resolution: it is the final series of the events which happen in the story. The point is that it has been accomplished by the characters.

○ The relevant vocabulary with theme and text:

- Jungle
- Hut
- Greedy
- Wolf
- Clever
- Alas
- Wise
- Brave
- Hazard

Input video: a narrative video of The Wise Chicken and Greedy Wolf, with run time of 01:55 minutes.

○ Grammar

Simple past tense

Examples of the sentences:

- Many animals used to live in that small jungle.
- His mother used to go for work every day in the morning and return in the evening
- One fine morning, as usual, his mother left for work, Dinu was all alone in hut.
- Then dinu heard that someone knocking the door

G. Time allocation: 1 meetings (1 x 45 menit)

H. Teaching Method: PPP (Presentation, Practice, Production).

I. Teaching and Learning Activities (Procedures)

1. Pre-Activities

~ The teacher greets the students.

Good morning students?

How are you today?

~ The teacher asks a student to lead a prayer.

~ The teacher asks students' condition and attendance.

~ The teacher checks students' readiness.

~ The teacher does warming up by asking some questions related to the topic that will be introduced.

Have you ever heard of the chicken and the wolf story?

What do you think will happen to the characters of the story? Who do you think is the bad one?

2. **Main Activity**

- ***Activity 1***

The teacher gives an example a video of narrative text, and then watch it together with the students. the video to be watched is The Wise Chick and The Greedy Wolf, derived from www.youtube.com. The teacher plays the video once, twice or more than twice until the students fully satisfied and catch the general messages from the video.

- ***Activity 2***

After watching the video, the teacher asks the students to answer the questions related to the video. The questions consists of ten questions. The students are asked to answer the questions briefly.

- ***Activity 3***

After working on the activity 2, the teacher gives another tasks to the students. The students are asked to choose the pictures and match the pictures to the descriptions provided below. There are six questions.

- ***Activity 4***

The students are asked to work on retelling the story of based on the video of The Wise Chick and The Greedy Wolf using their own words. With the help of guidelines:

- Who are the characters of the story?
(Dinu, the mother, and wolf)
- Where Dinu and the mother lived
- What dinu's mother did everyday.
- Who suddenly came to Dinu's hut.
- What Dinu did to avoid to be eaten by the Wolf.
- What happened in the end.

3. **Post Activity (Closing)**

- a. The teacher reviews what the students have learned in the class.

- b. The teacher asks about the students' difficulties during teaching and learning process.
- c. The teacher leads to pray before ending the class.
Before we end the class, we pray together! Pray do!
- d. The teacher says good bye.
Goodbye, see you tomorrow!

J. MEDIA AND LEARNING SOURCE

- a. Laptop
- b. LCD
- c. Speakers
- d. Whiteboard
- e. Boardmarker
- f. Videos derived from www.youtube.com
- g. A S Hornby.2000.*Oxford Advanced Learner's Dictionary*.London:Oxford Press University.

K. ASSESMENT

Scoring rubric

- a. Activity 2, every correct answer, the score achieved is 2
- b. Activity 3, every correct answer, the score achieved is 2
- c. Activity 4, the score achieved based on the listening scoring rubric from Snipes (2006: 5)

Rubric for Efferent Listening Lesson Plan Main Idea and Details

	Exceeds PLO (score: 4)	Meets PLO (score: 3)	Partially meets PLO (score: 2)	Does not meet PLO (score: 1)
Main Idea	Students correctly describe, in detail, the main idea that describes the passage read to them.	Students correctly describe the main idea of the passage read to them. (Main Ideas may vary, as long as they are on target.)	Students somewhat describe the main idea of the passage read to them.	Students do not correctly identify the main idea of the passage read to them. (Students will not receive any credit for this.)
Support ing details	Students correctly identify 7 or more supporting details of the correct main idea.	Students correctly identify six supporting details of the correct main idea.	Students correctly identify 3-5 supporting details of the correct main idea.	Students correctly identify 0-2 supporting details of the correct main idea. (Students will not receive any credit for this.)

Student's scores : Achieved Scores x 10

Student's final scores : Achieved Scores x 100

Maximum Scores

Yogyakarta, October 2012

Approved by
English Teacher

Researcher

Dra. An Indarwati

Ana Susilowati
NIM. 08202244005


THE MATERIALS

A. Activity 1

Watching Video

The teacher asks the student to watch the video about The bird and the monkey carefully.

Task 1: Watch and listen the video about The Wise Chick and the Wolf!

 Transcript of the video.

WISE CHICK AND GREEDY WOLF

That's a small jungle. Many animals used to live in that small jungle. There's a small hut where dinu, a small chick used to live with his mother. Dinu was very pretty and he learnt everything from his mother. He is very clever. His mother used to go for work every day in the morning and return in the evening. One fine morning, as usual, his mother left for work, dinu was all alone in hut. Then dinu heard that someone knocking the door. It was a wolf, Calmono.

Who is it? Open up, I'm your uncle, Mono; I want to see you my little chick. Uh uncle I know everything about you. My mother always tells me about you, then what, open the door?

Okay uncle. Today is Monday. Today I'm having a dish day for a week. But uncle before I hear story, I want to leave my gold chain and see myself in the mirror. I have to get the mirror from my father. All right dinu, I'll wait here, do it quickly.

After few minutes,

My little dinu, is your make up completed? Uncle I'm here, what are you doing there? Come down.

Oh my poor uncle, it's time for lion to come here. Alas, I should escape from here quickly, when din's mother heard what have happened, she was proud of her clever and brave son. Therefore, if you're wise and brave you can protect yourself from any type of hazard.

B. Activity 2

The teacher asks the students to answer some questions.

Answer the questions about the story of *The Wise Chicken and Greedy Wolf* below!

1. Who are the characters of the story?
2. Who is the good character in the story?
3. Who is the bad character in the story?
4. How was Dinu like?
5. Who came to see Dinu that morning?
6. Where did the character of the story leave?
7. What the mother chicken usually did everyday?
8. What did Dinu tell to wolf so that the wolf ran away?
9. What happen if you are wise and brave?
10. What moral story that you can conclude from the story?

C. Activity 3

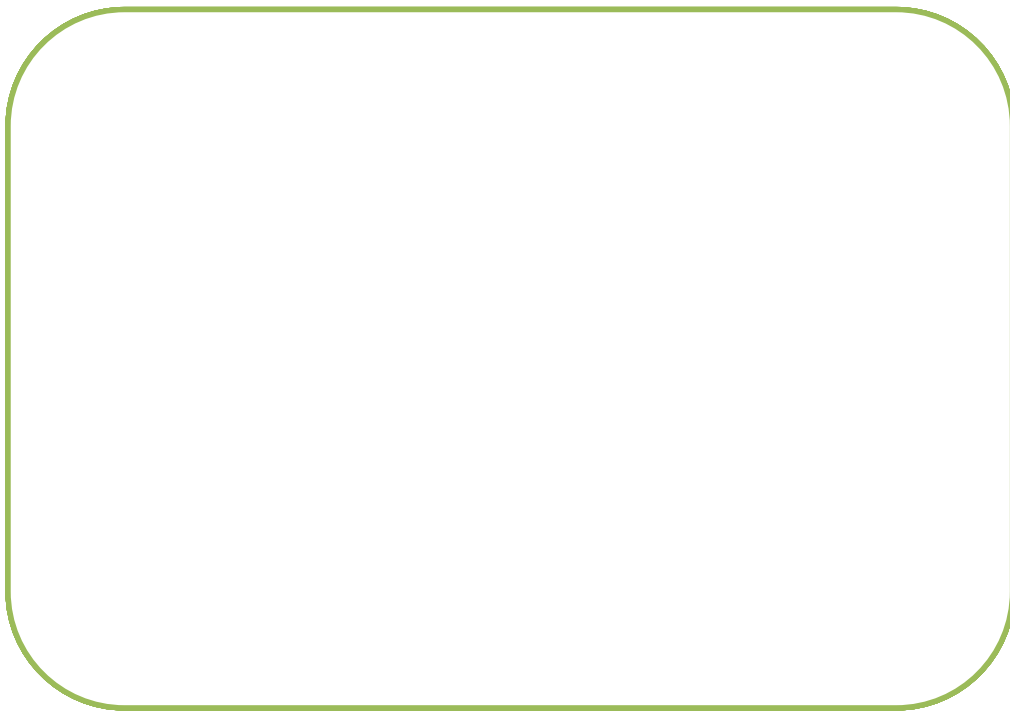
The teacher asks the students to match the picture and the explanations.

Task 1: Match the pictures with the explanation based on the video you have just watched!

The Pictures:



The Explanation:



- **Activity 4**

The teacher asks the students to summarize the story of The Wise Chicken and Greedy Wolf using their own words.

Task 2: Please retell the story of The Wise Chicken and Greedy Wolf which you have just watched using your own words using these guidelines!

Guidelines:

- Who are the characters of the story?
(Dinu, the mother, and wolf)
- Where Dinu and the mother lived
- What dinu's mother did everyday.
- Who suddenly came to Dinu's hut.
- What Dinu did to avoid to be eaten by the Wolf.
- What happened in the end.

APPENDIX G

STUDENTS' LISTENING TESTS SCORES

THE STUDENTS' LISTENING TEST SCORES

The Students' Listening Tests Scores in Test 1 in Cycle I and Test 2 in Cycle II

NO	NAMES	THE STUDENTS' SCORES	
		Test 1	Test 2
1	Aidah Khuriatul Mujthahidah	60	77.5
2	Amelya Azkiya	60	77.5
3	Ananda Sekar Bhawono Bagaswoto	65	85
4	Antonius Reynaldi Yudhanto	50	82.5
5	Arga Prihandana Sarweswara	65	80
6	Arief Fathur Rahman	57.5	80
7	Bonifasius Kevin Dio Yogi Damara	55	82.5
8	Cantika Ofintana Grati	60	85
9	Deffe Ayundarum Rizki Fitri	60	90
10	Diah Lestari	70	85
11	Erni Dwi Saputri	50	80
12	Firlian Erma Inayati	62.5	75
13	Franzeska Anggun Wijayanti	50	82.5
14	Ghozy Muhhamad Fawwas Amru	65	80
15	Handy Aulia Zharfani	67.5	87.5
16	Hendrikus Rizky Visanto Putro	67.5	77.5
17	Immanuel Brahmasuta Dharma	60	75
18	Intan Dwi Septiana	60	77.5
19	Maria Fransisca Nobella	60	85
20	Monica Tatiana Suryaningrum	57.5	80
21	Muhammad Eko Hardito	70	75
22	Muhhammad Huda Ichsantyarizqa Awang	62.5	80
23	Muhhammad Rifqi Fathoni	67.5	80
24	Narita Dea Saraswati	-	-
25	Narotama Kusumaradya	65	80
26	Ninda Rahmawati	62.5	72.5
27	Nur Hasna Nafiisah	67.5	85
28	Raras Sabilla Yani	60	85
29	Rika Jeng Lestari Dewi	60	85
30	RR. Parasthity Niwangsari	62.5	80
31	Sigit Febri Anto	60	72.5
32	Utami Kurniawati Astuti	67.5	90
33	Widya Fistiningrum	65	82.5

- The students mean score of Test 1 in Cycle I:

$$\frac{\text{The total of the students' scores}}{\text{The number of the students}} = \frac{1972.5}{32} = 61.64$$

- The students mean score of Test 2 in Cycle II:

$$\frac{\text{The total of the students' scores}}{\text{The number of the students}} = \frac{2592.5}{32} = 81.01$$

- The students' gain score = 19.37

APPENDIX H

PHOTOGRAPHS

PHOTOGRAPHS



The researcher explains about the videos that are being played in front of the class to the students. Afterwards, the students watch the videos. It can be seen that Class X.E students pay attention to the videos being played carefully.



The students are watching the videos. It can be seen that Class X.E students pay attention to the videos being played carefully.



The researcher walks around the class to distribute the students' worksheets to each of them. The worksheets are distributed after the students watch the videos.



The researcher walks around the class after showing the videos to check whether the students have difficulties in doing their tasks or not. In the pictures above, it can be seen that there are students who are asking about the questions of the tasks to the researcher.



The researcher explains the answers of the tasks and writes them in the whiteboard. Therefore, the students can see the answer clearly and take notes of them directly.



The students are working on the test of the research. The students are doing the test very carefully and seriously.

APPENDIX I

LETTERS



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1073c/UN.34.12/PP/IX/2012
Lampiran : -
Hal : Permohonan Izin Observasi

5 September 2012

Kepada Yth.
Kepala SMA Negeri 4 Yogyakarta

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving the Listening Skill of the Tenth Grade Students of SMA Negeri 4 Yogyakarta Using Motion Picture

Mahasiswa dimaksud adalah :

Nama : ANA SUSILOWATI
NIM : 08202244005
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September 2012
Lokasi Observasi : SMA Negeri 4 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

Dr. Widyastuti Purbani, M.A.
NIP. 19610524 199001 2 001



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 1360c/UN.34.12/PP/XI/2012
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

19 November 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving the Listening Skill of the Tenth Grade AStudents of SMA Negeri 4 Yogyakarta Using Video

Mahasiswa dimaksud adalah :

Nama : ANA SUSILOWATI
NIM : 08202244005
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : November – Desember 2012
Lokasi Penelitian : SMA Negeri 4 Yogyakarta

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.


Widyastuti Purbani, M.A.
NIP. 19610524 199001 2 001

Tembusan:
Kepala SMA Negeri 4 Yogyakarta



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/8988/V/11/2012

Membaca Surat : Dekan Fakultas Bahasa dan Seni UNY Nomor : 1360c/UN.34.12/PP/XI/2012
Tanggal : 19 November 2012 Perihal : Permohonan Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah.
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJINKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : ANA SUSILOWATI NIP/NIM : 08202244005
Alamat : Karangmalang, Yogyakarta
Judul : IMPROVING THE LISTENING SKILL OF THE TENTH GRADE STUDENTS OF SMA NEGERI 4 YOGYAKARTA USING VIDEO
Lokasi : - Kota/Kab. KOTA YOGYAKARTA
Waktu : 20 November 2012 s/d 20 Februari 2013

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Selda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 20 November 2012

A.n Sekretaris Daerah

Asisten Parekonomian dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Hendar Susilowati, SH

NIP. 19580130198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Walikota Yogyakarta cq Dinas Perizinan
3. Ka. Dinas Pendidikan Pemuda dan Olahraga DIY
4. Dekan Fak. Bahasa dan Seni UNY
5. Yang Bersangkutan



PEMERINTAH KOTA YOGYAKARTA

DINAS PERIZINAN

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 514448, 515835, 515865, 562682

EMAIL : perizinan@jogja.go.id EMAIL INTRANET : perizinan@intra.jogja.go.id

SURAT IZIN

NOMOR : 070/2768

7706/34

- Dasar : Surat izin / Rekomendasi dari Gubernur Kepala Daerah Istimewa Yogyakarta
 Nomor : 070/8988/V/11/2012 Tanggal : 20/11/2012
- Mengingat : 1. Peraturan Daerah Kota Yogyakarta Nomor 10 Tahun 2008 tentang Pembentukan, Susunan, Kedudukan dan Tugas Pokok Dinas Daerah
 2. Peraturan Walikota Yogyakarta Nomor 85 Tahun 2008 tentang Fungsi, Rincian Tugas Dinas Perizinan Kota Yogyakarta;
 3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;
 4. Peraturan Walikota Yogyakarta Nomor 18 Tahun 2011 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;
 5. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor: 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;

Dijinkan Kepada : Nama : ANA SUSILOWATI NO MHS / NIM : 08202244005
 Pekerjaan : Mahasiswa Fak. Bahasa dan Seni - UNY
 Alamat : Karang Malang Yogyakarta
 Penanggungjawab : Dr. Agus Widyantoro, M.Pd
 Keperluan : Melakukan Penelitian dengan Judul Proposal : IMPROVING THE LISTENING SKILL OF THE TENTH GRADE STUDENTS OF SMA N 4 YOGYAKARTA USING VIDEO

Lokasi/Responden : Kota Yogyakarta
 Waktu : 21/11/2012 Sampai 21/11/2013
 Lampiran : Proposal dan Daftar Pertanyaan
 Dengan Ketentuan : 1. Wajib Memberi Laporan hasil Penelitian kepada Walikota Yogyakarta (Cq. Dinas Perizinan Kota Yogyakarta)
 2. Wajib Menjaga Tata tertib dan mentaati ketentuan-ketentuan yang berlaku setempat
 3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Pemerintah dan hanya diperlukan untuk keperluan ilmiah
 4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas
 Kemudian diharap para Pejabat Pemerintah setempat dapat memberi bantuan seperlunya

Tanda tangan
 Pemegang Izin

ANA SUSILOWATI



Tembusan Kepada :

- Yth. 1. Walikota Yogyakarta (sebagai laporan)
 2. Ka. Biro Administrasi pembangunan Setda Prop. DIY
 3. Ka. Dinas Pendidikan Kota Yogyakarta
 4. Kepala SMA Negeri 4 Yogyakarta
 5. Ybs.